

Department of Music
Wellesley College
Wellesley, Mass.

WELLESLEY COLLEGE



• CALENDAR •

1890-91

CONTENTS.

| | | | |
|---|----|---|----|
| ADMISSION, Requirements for | 14 | GREEK | 26 |
| To Classical Course | 14 | GYMNASIUM | 38 |
| To Scientific Course | 17 | HEALTH, Arrangement for Promot- | |
| To Advanced Standing | 18 | ing | 13 |
| On Certificate | 19 | HISTORY | 31 |
| As Special Students | 20 | ITALIAN | 39 |
| To School of Art | 45 | LABORATORIES | 48 |
| To School of Music | 40 | LATIN | 26 |
| ANGLO-SAXON | 31 | LECTURES AND CONCERTS, Public | 39 |
| ART, School of | 45 | LIBRARIES | 47 |
| Requirements for Admission | 45 | LITERATURE, Ancient and Mediæval, | 30 |
| Courses of Technical Study | 46 | LITHOLOGY | 33 |
| Five Years' Classical or Scientific | | MATHEMATICS | 32 |
| and Art Course | 46 | MENTAL AND MORAL PHILOSOPHY | 31 |
| Special Instruction | 52 | METEOROLOGY | 34 |
| History of | 36 | MINERALOGY | 33 |
| Collections | 47 | MUSIC, School of | 39 |
| Building | 47 | Requirements for Admission | 40 |
| Extra Charges for Instruction | 52 | Courses of Study | 45 |
| ASTRONOMY | 34 | Course of Study for Pianoforte | 41 |
| BEQUEST, Forms of | 54 | Course of Study for Organ | 42 |
| BIBLIOGRAPHY | 38 | Course of Study in Solo Singing, | 43 |
| BOARD OF TRUSTEES | 3 | Degree or Diploma | 40 |
| BOARD OF VISITORS | 5 | Five Years' Classical or Scientific | |
| BOTANY | 35 | and Musical Course | 41 |
| CALENDAR | 2 | Harmony and Musical Theory | 44 |
| CERTIFICATES | | Concerts and Lectures | 44 |
| For Admission | 19 | Extra Charges for Lessons | 51 |
| For Special Students | 20 | Tonic Sol-Fa Singing Class | 44 |
| CHARTER | 13 | NEEDS OF COLLEGE | 54 |
| CHEMISTRY | 33 | PEDAGOGICS AND DIDACTICS | 37 |
| COURSES OF STUDY | 21 | PHILOLOGY | 30 |
| CURRICULUM, Classical and Scientific, | | PHYSICS | 34 |
| for 1890-1891 | 22 | PHYSICAL CULTURE | 35 |
| COURSES OF INSTRUCTION | 25 | PHYSIOLOGY | 35 |
| DEGREES | 21 | POLITICAL ECONOMY | 32 |
| DEGREES CONFERRED IN 1890 | 56 | POLITICAL SCIENCE | 32 |
| DOMESTIC SCIENCE | 36 | READING ROOM | 47 |
| DOMESTIC WORK | 51 | RHETORIC | 29 |
| ELOCUTION | 37 | ROMANCE LANGUAGES AND LITERA- | |
| ENGLISH LITERATURE | 30 | TURES | 35 |
| ENGLISH LANGUAGE | 30 | SANSKRIT | 31 |
| EXAMINATIONS | 18 | SCHOLARSHIPS | 53 |
| EXECUTIVE COMMITTEE | 4 | SCIENTIFIC COLLECTIONS | 45 |
| EXPENSES | 51 | SOCIETIES | 50 |
| FACULTY, INSTRUCTORS, etc. | 6 | SPANISH | 29 |
| FINANCE COMMITTEE | 4 | STUDENTS' AID SOCIETY | 52 |
| FRENCH | 28 | SUMMARY OF STUDENTS, by Classes, | 53 |
| GEOLOGY | 33 | By States and Countries | 55 |
| GERMAN | 26 | ZOOLOGY | 35 |
| GRADUATE INSTRUCTION | 25 | | |

CALENDAR
OF
WELLESLEY COLLEGE.



COLLEGE HALL.

1890-91.

BOSTON :
FRANK WOOD, PRINTER, 352 WASHINGTON STREET.
1891.

Calendar.

| | | | |
|---|-----------|-----------------------|---------------|
| | | | 1890. |
| Entrance Examinations begin at 9 A. M. | | Wednesday, | September 10. |
| Fall Term begins at 8 A. M. | | Thursday, | September 11. |
| Thanksgiving Recess | | Wednesday 12.30 P. M. | November 26. |
| Fall Term ends at 12.30 P. M. | | Wednesday, | December 17. |
| | | | 1891. |
| Winter Term begins at 8 A. M. | | Thursday, | January 8. |
| Day of Prayer for Colleges | | Thursday, | January 29. |
| Winter Term ends at 12.30 P. M. | | Thursday, | March 26. |
| Spring Term begins at 8 A. M. | | Tuesday, | April 7. |
| Entrance Examinations begin at 9 A. M. | | Tuesday, | June 9. |
| COMMENCEMENT | | Tuesday, | June 23. |
| Alumnæ Day | | Wednesday, | June 24. |
| SUMMER VACATION OF ELEVEN WEEKS, FROM JUNE 23 TO SEPTEMBER 9. | | | |
| Entrance Examinations begin at 9 A. M. | | Wednesday, | September 9. |
| Fall Term begins at 8 A. M. | | Thursday, | September 10. |
| Thanksgiving Recess | | Wednesday 12.30 P. M. | November 25. |
| Fall Term ends at 12.30 P. M. | | Wednesday, | December 16. |
| | | | 1892. |
| Winter Term begins at 8 A. M. | | Thursday, | January 7. |

Board of Trustees.

| | |
|-------------------------------------|--|
| NOAH PORTER, D.D., LL.D. | <i>Ex-President of Yale University.</i> |
| PRESIDENT EMERITUS OF THE BOARD. | |
| NATHANIEL G. CLARK, D.D., LL.D. | <i>Secretary of the A. B. C. F. M.</i> |
| PRESIDENT OF THE BOARD. | |
| HOWARD CROSBY, D.D., LL.D. | <i>New York.</i> |
| VICE-PRESIDENT. | |
| PAULINE A. DURANT | <i>Wellesley.</i> |
| SECRETARY AND TREASURER. | |
| WILLIAM F. WARREN, S.T.D., LL.D. | <i>President of Boston University.</i> |
| ALVAH HOVEY, D.D., LL.D. | <i>President of Newton Theological Seminary.</i> |
| JOHN HALL, D.D. | <i>Chancellor of the University of New York.</i> |
| WILLIAM H. WILLCOX, D.D., LL.D. | <i>Malden.</i> |
| DWIGHT L. MOODY | <i>Northfield.</i> |
| ELISHA S. CONVERSE | <i>Malden.</i> |
| WILLIAM CLAFLIN, LL.D. | <i>Boston.</i> |
| MARY B. CLAFLIN | <i>Boston.</i> |
| RUFUS S. FROST | <i>Chelsea.</i> |
| AMOS W. STETSON | <i>Boston.</i> |
| MARTHA W. WILKINSON | <i>Cambridge.</i> |
| HANNAH B. GOODWIN | <i>Boston.</i> |
| WILLIAM S. HOUGHTON | <i>Boston.</i> |
| ALEXANDER MCKENZIE, D.D. | <i>Cambridge.</i> |
| EUSTACE C. FITZ | <i>Boston.</i> |
| LILIAN HORSFORD | <i>Cambridge.</i> |
| ALICE FREEMAN PALMER, PH.D., L.H.D. | <i>Cambridge.</i> |
| HORACE E. SCUDDER, B.A. | <i>Cambridge.</i> |
| MARION PELTON GUILD, B.A. | <i>Boston.</i> |
| HELEN A. SHAFER, M.A. | <i>President of Wellesley College.</i> |

Executive Committee.

WILLIAM H. WILLCOX, D.D., LL.D.
ALVAH HOVEY, D.D., LL.D.
HANNAH B. GOODWIN.
WILLIAM CLAFLIN, LL.D.
EUSTACE C. FITZ.
LILIAN HORSFORD.
ALICE FREEMAN PALMER, Ph.D., L.H.D.
HELEN A. SHAFER, M.A., *Ex officio*.
PAULINE A. DURANT, *Secretary and Treasurer*.

Finance Committee.

AMOS W. STETSON.
RUFUS S. FROST.
ELISHA S. CONVERSE.
WILLIAM S. HOUGHTON.
PAULINE A. DURANT, *Secretary and Treasurer*.

Board of Visitors.

EBEN N. HORSFORD, M.A. *Cambridge.*

PRESIDENT OF THE BOARD.

1891.*

EBEN N. HORSFORD, M.A. *Cambridge.*

JOHN F. WEIR, N.A., M.A. *Director of Art School, Yale University.*

EDWARD ABBOTT *Cambridge.*

MARTIN BRIMMER, B.A. *Boston.*

MARY E. HORTON *Wellesley.*

1892.

WILLIAM LAWRENCE, B.D. *Cambridge.*

LOUIS B. SCHWARZ *Boston.*

EDWIN HALE ABBOT, M.A. *Cambridge.*

JESSE B. THOMAS, D.D. *Newton.*

HENRY P. WALCOTT, M.D. *Cambridge.*

1893.

WILLIAM T. HARRIS, LL.D. *Washington, D. C.*

CAROLINE HAZARD *Peace Dale, R. I.*

GEORGE H. PALMER, M.A. *Cambridge.*

GEORGE W. SHINN, D.D. *Newton.*

WILLIAM J. TUCKER, D.D. *Andover.*

1894.

BORDEN P. BOWNE, LL.D. *Professor of Philosophy, Boston University.*

FRANCIS A. WALKER, PH.D., LL.D., *President Mass. Institute of Technology.*

EDWARD G. PORTER, M.A. *Lexington.*

LYMAN ABBOTT, D.D. *New York.*

MINNIE C. WOODS *Boston.*

* The term expires at the annual meeting of the year indicated.

Officers of Instruction and Government.¹

³ HELEN ALMIRA SHAFER, M.A.,

President.

SUSAN MARIA HALLOWELL, M.A.,

Professor of Botany.

ELIZABETH HARRIET DENIO,

Professor of German and History of Art.

FRANCES ELLEN LORD,

Professor of Latin Language and Literature. Acting President.

SARAH FRANCES WHITING,

Professor of Physics and Physical Astronomy.

LOUISE MANNING HODGKINS, M.A.,

Professor of English Literature.

ANNE EUGENIA MORGAN, M.A.,

Professor of Philosophy.

MARY ALICE WILLCOX,

Professor of Zoölogy.

KATHARINE COMAN, Ph.B.,

Professor of History and Political Economy.

MARGARET ELIZABETH STRATTON, M.A.,

Professor of the English Language and Rhetoric.

MARY ADAMS CURRIER,

Professor of Elocution.

² CARLA WENCKEBACH,

Professor of German Language and Literature. Lecturer on Pedagogics.

ANGIE CLARA CHAPIN, B.A.,

Professor of Greek Language and Literature.

ELLEN HAYES, B.A.,

Professor of Mathematics.

¹ Arranged according to rank in the order of appointment.

² Abroad for the Sabbatical year.

³ Absent.

HELEN LIVERMORE WEBSTER, PH.D.,
Professor of Comparative Philology.

JULIA JOSEPHINE IRVINE, M.A.,
Professor of Greek Language and Literature.

WILLIAM HARMON NILES, PH.B., M.A.,
Head of the Department of Geology.

CHARLOTTE FITCH ROBERTS, B.A.,
Associate Professor of Chemistry.

CLARA EATON CUMMINGS,
Associate Professor of Cryptogamic Botany.

³ KATHERINE LEE BATES, B.A.,
Associate Professor of English Literature.

EVA CHANDLER, B.A.,
Associate Professor of Mathematics.

³ MARY SOPHIA CASE, B.A.,
Associate Professor of Psychology and History of Philosophy.

LUCIA FIDELIA CLARKE,
Instructor in Latin.

ANNIE SYBIL MONTAGUE, M.A.,
Instructor in Greek.

MARION MARSH, B.A.,
Instructor in Chemistry.

GRACE EMILY COOLEY,
Instructor in Botany.

MARY ALICE KNOX, B.A.,
Instructor in History.

ESTELLE MAY HURLL, B.A.,
Instructor in Ethics.

EMILY JOSEPHINE CLARK, B.A.,
Instructor in Latin.

³ ALMA EVELETH AUMACK, M.A.,
Instructor in Physics.

MAUDE GILCHRIST,
Instructor in Botany.

ELLEN LOUISE BURRELL, B.A.,

Instructor in Mathematics.

VIDA DUTTON SCUDDER, M.A.,

Instructor in English Literature.

ANNA VAN VLECK, M.A.,

Instructor in Mathematics.

ADELINE PELLISSIER, B.S.,

Instructor in French.

ELLEN FITZ PENDLETON, B.A.,

Instructor in Mathematics.

MARCIA KIMBALL KENDALL,

Instructor in History and Political Science.

AMÉLIE TOURNIER, B.E.,

Instructor in French.

³ MARIE EGGERS,

Instructor in German.

MARIAN MCGREGOR NOYES,

Instructor in Logic and Psychology.

ADDIE BELLE HAWES, B.A.,

Instructor in Latin.

³ MARY WHITON CALKINS, M.A.,

Instructor in Psychology.

CAROLINE AUGUSTA WOODMAN, B.S., M.A.,

Instructor in Physiology.

VALENTINE TOURNIER, B.E.,

Instructor in French.

MARGARETHE MÜLLER,

Instructor in German.

KATHARINE MAY EDWARDS, B.A.,

Instructor in Greek.

SOPHIE JEWETT,

Instructor in English Literature.

FLORENCE BIGELOW, B.A.,

Instructor in History of Art.

SARAH LILIAN BURLINGAME, M.A.,
Instructor in Latin.⁴

³CAROLINE LOUISE GELSTON, B.A.,
Instructor in Greek.

MARGARET ELIZA MALTBY, B.A.,
Instructor in Physics.

MARGARET POLLOCK SHERWOOD, B.A.,
Instructor in Rhetoric.

MARY PATTERSON MANLY, M.A.,
Instructor in Rhetoric.

ELSBETH MÜLLER,
Instructor in German.

HELEN MEYER,
Instructor in German.

CHARLOTTE ALMIRA BRAGG, B.S.,
Instructor in Chemistry and Geology.

ELIZA RITCHIE, PH.D.,
Instructor in Psychology.

MABEL CHASE, M.A.,
Instructor in Physics.

MARGARET JACKSON,
Instructor in Italian.

MARION TALBOT, M.A.,
Instructor in Domestic Science.

SARA ANNA EMERSON, B.A.,
Instructor in Bible.

EMELIE EGGERS,
Instructor in German.

ARLISLE MARGARET YOUNG, M.A.,
Instructor in Latin.⁵

CORA ELIZABETH EVERETT,
Tutor in Elocution.

NELLY FRANCES WILSON,
Tutor in English Literature.

³Absent.

⁴During fall term.

⁵During winter and spring terms.

HARRIET CURTIS,

Assistant in Rhetoric and English Composition.

MARY MARIA FULLER,

Assistant in Chemical Laboratories.

ALBERT PITTS MORSE,

Assistant in Zoölogical Laboratories.

JENNIE CUTLER NEWCOMB.

Assistant in Botanical Laboratories.

ADOLPHE COHN, LL.B., M.A.,

Nonresident Lecturer in French Literature.

HARRIET HAWES,

Librarian.

LYDIA BOKER GODFREY, PH.B.,

Reference Librarian and Instructor in Bibliography.

RACHEL TAYLOR SPEAKMAN, M.D.,

Resident Physician and Lecturer on Hygiene.

EMILIE JONES BARKER, M.D.,

Resident Physician and Superintendent of The Eliot.

LUCILE EATON HILL,

Director of the Gymnasium.

MARY ANNA WOOD.

Physical Examiner, Department of Physical Culture.

SARAH WOODMAN PAUL, B.A.,

Secretary of Board of Examiners.

MARY CASWELL,

Secretary to the President.

AGNES GOODELL,

Assistant Secretary.

II

CATHERINE AYER RANSOM,
Cashier.

ABBY CORA JACKSON,
Assistant Cashier.

HARRIETTE WALLACE TUTTLE,
Assistant to the President.

BERTHA CASWELL,
Assistant in General Office.

ANNA STEDMAN NEWMAN,
Superintendent of Norumbega Cottage.

LOUISE ANNE DENNISON,
Superintendent of Freeman Cottage.

ELIZABETH JULIETTE HURD,
Superintendent of Wood Cottage.

FREDONIA WHITING CASE,
Superintendent of Domestic Work in College Hall.

MARY GRAFF NIAS,
Superintendent of Domestic Department in Stone Hall.

School of Music.

JUNIUS WELCH HILL,
Professor of Music, and Director of the School of Music.

FRANK EUGENE MORSE,
Teacher of Vocal Culture.

EMILY JOSEPHINE HURD,
Teacher of Piano.

GEORGE WILLIAM BEMIS,
Teacher of Guitar.

MARIETTA RUTH SHERMAN,
Teacher of Violin.

MARY ELIZA O'BRIEN,
Teacher of Piano.

ESTELLE TAYLOR ANDREWS,
Teacher of Piano.

ISABELLE MOORE KIMBALL,
Teacher of Piano.

HARRY BENSON,
Teacher of Tonic Sol-Fa and Sight-Singing.

EMMA SUSAN HOWE,
Teacher of Vocal Culture.

WILLIA THOMAS STOVALL,
Organist, and Teacher of Piano and Harmony.

MINNIE ADALINE STOWELL,
Teacher of Piano.

School of Art.

LOUIS RITTER,
Director of the School of Art.
Drawing and Painting.

AGNES HASTINGS,
Drawing from Antique, Water-color Painting.

MELISSA BLANCHARD GEORGE,
Drawing from Antique.

Wellesley College,

WELLESLEY, MASS.

WELLESLEY COLLEGE was established in 1875, for the purpose of furnishing young women who desire to obtain a liberal education, such advantages and facilities as are enjoyed in institutions of the highest grade.

By the charter, "the corporation of Wellesley College is authorized to grant such honorary testimonials, and confer such honors, degrees, and diplomas, as are granted or conferred by any University, College, or Seminary of learning in this Commonwealth; and the diplomas so granted shall entitle the possessors to the immunities and privileges allowed, by usage or statute, to the possessors of like diplomas from any University, College, or Seminary of learning in this Commonwealth."

The College is undenominational, but distinctively and positively Christian in its influence, discipline, and instruction. The systematic study of the Bible is pursued through all the courses. Daily service is held in the chapel. The Sunday services are conducted by ministers of different denominations.

Wellesley is on the Boston and Albany Railroad, fifteen miles west of Boston. The town is known as one of the most healthful in Massachusetts. The College grounds include more than three hundred acres, and give ample opportunity for exercise and recreation. Lake Waban affords a most attractive place for boating and skating.

Two systems of lodging are in use at Wellesley,—the cottage system and the hall system. College Hall (arranged in suites of study and sleeping room) accommodates three hundred and twelve; Stone Hall, with single apartments and four dining rooms, one hundred and seven; Freeman Cottage, fifty-one; Wood Cottage, forty-eight; Norumbega Cottage, thirty-eight; The Eliot, thirty-one; Simpson Cottage, twenty-three; Waban Cottage, ten. Elevators are in constant use in the Halls. About eighty students find boarding places in Wellesley village.

The health of the students is considered of primary importance. In the construction of the buildings this has been constantly kept in view. Everything possible has been done to give an abundance of light, sunshine,

fresh air, and pure water. The ventilation is a remarkable success. Fresh air is admitted into the basement, and after being heated by contact with steam radiators, and charged with moisture by the addition of a prescribed quantity of steam, passes into the rooms through hot-air flues. By means of the registers the temperature is regulated by the students, as they desire. All the rooms are thoroughly furnished, and supplied with student lamps. All the buildings are supplied with hot and cold water. The drainage, natural and artificial, is faultless. College Hall, Stone Hall, Freeman, Wood, Norumbega, and Simpson Cottages are located on hills, and the ground slopes from them in every direction, so that stagnant waters and dampness are impossible.

Requirements for Admission.

CANDIDATES for admission must be at least sixteen years of age, and must present satisfactory evidence of good moral character and good health, with credentials from their last instructor, or from the institution where they last studied. These certificates must be sent to the President before the student can be received.

No preparatory department is connected with the College.

FOR THE FRESHMAN CLASS IN THE CLASSICAL COURSE.

Candidates must pass satisfactory examinations in the following subjects :—

1. ENGLISH LANGUAGE, LITERATURE, AND RHETORIC.

Grammar.—Including Analysis and Criticism of Sentences.

Rhetoric.—Including Choice of Words, Construction of Sentences, and Figures of Speech.

For text-book, A. S. Hill's *Principles of Rhetoric*, Kellogg's *Text-book on Rhetoric*, or Hart's *Composition and Rhetoric*, is recommended.

Composition.—On one of three subjects, to be assigned at the time of the examination, covering not less than two pages (foolscap), correct in punctuation, capital letters, spelling and grammar, and showing proficiency in the principles of Rhetoric named above.

In order to meet these requirements, students should have frequent practice in Composition during the last years of the preparatory course. The subjects will be taken from the English Literature required for the year.

The requirements adopted by the Commission of New England Colleges, and accepted by Wellesley, for 1891, 1892, and 1893, are as follows :—

LITERATURE FOR 1891.—Shakespeare's Julius Cæsar and Merchant of Venice; Coleridge's Ancient Mariner; Longfellow's Evangeline; Macaulay's Essay on Lord Clive; Webster's First Bunker Hill Oration; Irving's Alhambra; Scott's Old Mortality; George Eliot's Silas Marner; Hawthorne's House of the Seven Gables.

LITERATURE FOR 1892.—Shakespeare's Julius Cæsar and As You Like It; Scott's Marmion; Longfellow's Courtship of Miles Standish; Addison's Sir Roger de Coverley Papers; Macaulay's Second Essay on the Earl of Chatham; Webster's First Bunker Hill Oration; Irving's Alhambra; Scott's Talisman; George Eliot's Scenes from Clerical Life; Hawthorne's House of the Seven Gables.

LITERATURE FOR 1893.—Shakespeare's Julius Cæsar and Twelfth Night; Scott's Marmion; Longfellow's Courtship of Miles Standish; Addison's Sir Roger de Coverley Papers; Macaulay's Second Essay on the Earl of Chatham; Emerson's American Scholar; Irving's Sketch Book; Scott's Ivanhoe; Dickens' David Copperfield.

2. GEOGRAPHY :—

Guyot's Physical Geography, Parts II. and III., or an equivalent; Modern Geography; Ancient Geography, especially of Greece, Italy, and Asia Minor.

3. HISTORY :—

A brief history of the United States to the close of the Revolutionary War; of Greece to the Peloponnesian War; and of Rome to the close of the first century, A. D.

4. MATHEMATICS :—

Arithmetic.—Fundamental Rules, Common and Decimal Fractions, Compound Numbers, Proportion, Percentage, Square and Cube Root, and the Metric System of Weights and Measures.

Algebra.—Through Involution, Evolution, Radicals, Quadratic Equations, Ratio, Proportion, Arithmetical and Geometrical Progression, Inequalities.

Plane Geometry.—As found in Chauvenet, or its equivalent.

Deficiency in preparation usually results from one or more of the following causes: the use of elementary text-books, insufficient length of time spent in preparation, neglect of exercises in original demonstration in Geometry, and neglect of reviews in both Algebra and Geometry. The text-books recommended are: Olney's Complete School Algebra and Chauvenet's Geometry. Candidates prepared with elementary text-books only cannot be received on certificate. One and a third years, with daily recitations, is the minimum time in which satisfactory preparation can be made in Algebra; and one year with daily recitations is the minimum in Geometry. We strongly urge the necessity of constant exercise in original demonstration in Geometry, with frequent written examinations in both Algebra and Geometry, the problems proposed being drawn from other sources than the text-books.

5. LATIN :—

Grammar, including Prosody.

Jones's Exercises in Latin Prose Composition entire, or an equivalent both in amount and in principles involved.

Cæsar, Gallic War, four books.

Cicero, seven orations.

Virgil, *Æneid*, six books.

Equivalents will be accepted; but verse will not be accepted for prose, nor anything in place of Prose Composition. Constant practice in reading at sight is urged. Both the entrance examinations and the conduct of the work in College require such previous training.

The following suggestions are offered for a four years' course of preparation:—

The first year may be given to Jones's First Lessons in Latin, or the Beginner's Latin Book, Collar and Daniell; the second to Cæsar (four books) and to the first half of Jones's Exercises in Latin Prose Composition, or of Collar's Practical Latin Composition, or Daniell's Exercises in Latin Composition, Part I.; the third year may be given to seven orations of Cicero, and the second half of Jones or Collar, or Daniell, Part II.; and the fourth, to six books of Virgil and the careful study of rules of Prosody, accompanied by such exercises in transposition of verses as will make these rules familiar.

In pronunciation the following rules are adopted: *ā* as in father; *ǣ* as in fast; *ê* as in fête; *ë* as in festal; *î* as in machine; *ī* as in machination; *ô* as in holy; *ö* as in wholly; *û* as in ruse; *ü* as in puss; *c*, *g*, and *ch* always hard; *j* like *y* in you; *s* as in sill; *t* as in till; *v* somewhat softened, like the German *w*. In diphthongs the sound of each vowel is preserved. Practice in marking long vowels is important.

6. GREEK:—

Grammar. *The etymology must be thoroughly mastered.*

Prose Composition, Jones's or Winchell's entire, or a satisfactory equivalent.

Xenophon, *Anabasis*, three books.

Homer, *Iliad*, three books.

Candidates must be prepared to translate at sight both Attic and Homeric Greek of average difficulty.

The text-books recommended are: For the first year, either Hadley and Allen's, or Goodwin's Grammar, with Boise's, White's, or Keep's First Lessons.

Particular attention should be given to the correct writing of Greek with the accents, to exercises both oral and written, and to the use of the blackboard for constant practice upon forms and constructions.

The following pronunciation is recommended: *a* as *a* in father; *η* as *e* in prey; *ι* as *i* in machine; *ω* as *o* in prone; *υ* as French *u*. The short vowels should be merely somewhat shorter than the corresponding long vowels: *αι* as *ay* in *aye*; *ει* as *ei* in height; *οι* as *oi* in oil; *υι* as *ui* in quit; *αυ* as *ou* in house; *ευ* as *eu* in feud; *ου* as *ou* in youth; *γ* before *κ*, *γ*, *χ*, *ξ* as *n* in anger, elsewhere hard; *θ* as *th* in thin; *χ* guttural, as *ch* in German *machen*.

The teachers of language in the preparatory schools are urged to insist upon the use of simple and idiomatic English in translation.

Ability to read at sight either easy French or German prose is strongly recommended to all classical students, but is not as yet required.

FOR THE FRESHMAN CLASS IN THE SCIENTIFIC COURSE,

the requirements in English, Geography, History, Mathematics, and Latin are the same as for the Classical Course. Instead of Greek, the candidate must be prepared in either French or German, or both. If French only is presented, she must be prepared upon the following books, or their equivalents:—

La deuxième Année de Grammaire, by Larive et Fleury (or any other grammar in French.)

Colomba, by Mérimée.

Les Fables de La Fontaine, first book.

Six of La Fontaine's Fables committed to memory.

Hennequin's Idomatic French.

Bôcher's College Plays; not less than two.

Contes Choisis by A. Daudet.

The candidate will be expected to be familiar with French grammatical forms and usage, and to have given special attention to composition and conversation. Les Fables de La Fontaine is especially recommended for drill in conversation.

If German only is presented, the student must possess:—

(1) A distinct German pronunciation, which may be acquired at the outset by a course in phonetics; (2) A knowledge of the important rules of elementary grammar, which the student should be able to state in German, and to illustrate by original examples; (3) Ability to understand spoken German, an easy lecture or novel, which will be acquired if German is made the language of the classroom; (4) Fluency in conversation upon simple topics, and knowledge of German idioms, which are gained by object lessons according to Pestalozzi's Anschauungs Method and by constant recitation in German; (5) Ability to understand and recite some short specimens of choice lyric poetry; (6) Ability to translate easy German at sight; (7) Ability to translate easy English into German, to write simple compositions, and to use the German script.

These results can be obtained by the following course, or its equivalents:—

Grammar: Deutsche Grammatik, by Wenckebach-Schrakamp, pp. 1-144 and 209-241.

Prose Composition: German Exercises, by J. Fred. Stein, pp. 1-55, written abstracts of lessons in conversation and stories from the Lesebuch.

Reading: Deutsches Lesebuch, by Wenckebach, pp. 1-126 and 154-247, studied according to the directions given in the preface. An easy story for practice in sight-reading (e. g., Meissner's Aus meiner Welt), and a drama (e. g., Minna von Barnhelm, by Lessing).

Conversation: Deutscher Anschauungs-Unterricht, by Wenckebach, pp. 1-52, 78-82, 91-117, 128-136. Idioms, pp. 315-332 (see preface).

Poetry: Die Schönsten Deutschen Lieder, compiled by Wenckebach; the first five "Volkslieder" and numbers 2, 3, 8, 10, 14, 15, 18, 19, 20, 21, 22, 23, 26, 28, 30, 32, 33, 34, 37, 40, 42, 45, 46, 47, 50, 51, 52, 59, 60, 61, 62, 63, committed to memory.

Equivalents will be accepted only in the same department of work. Thus, Reading will not be accepted instead of Grammar, Poetry instead of Conversation, etc. Candidates for the Freshman Class should not attempt difficult reading, as *Maria Stuart*, *Wilhelm Tell*, *Nathan der Weise*, etc., until they have had a thorough preparation in the different departments of the elementary work equivalent to that stated above.

If both German and French are presented, the first year's course in each (see pp. 26, 28) will be required.

The full preparation in either French or German should cover a period of at least two years, five recitations per week. This work should not be crowded into a shorter time, and should be done under competent teachers.

ADMISSION TO ADVANCED STANDING.

Candidates for advanced standing must be examined in the required studies previously pursued by the class which they wish to join, and in a sufficient number of electives to give full standing with that class.

Students from other colleges may present certificates for the consideration of the Faculty, in connection with the examinations.

TIMES AND PLACES OF EXAMINATIONS.

Examinations are given in June and September at the College. Candidates may take examinations in preliminary subjects; viz., Rhetoric, Geography (Ancient, Modern, Physical), History (Grecian, Roman, United States), Arithmetic, *Cæsar*, and *Anabasis* (*Anabasis* and Grammar), in June or September of any year before entering college; examinations in all other subjects must be taken within a year of entrance.

In June, entrance examinations may be appointed in any city where two or more candidates desire it. Application for these examinations should be made, before April 1st, to the Secretary of the Board of Examiners.

Entrance examinations will be held at the College at the following times:—

JUNE, 1891.

Tuesday, June 9th.—Ancient Geography, Modern Geography, Greek History, Roman History, United States History, 9 A. M.; English, 2 P. M.; Physical Geography, 4 P. M.

Wednesday, June 10th.—Geometry, 9 A. M.; Arithmetic, 11.30 A. M.; Algebra, 2 P. M.

Thursday, June 11th.—Greek Grammar, 9 A. M.; Greek Prose Composition, 11 A. M.; French, 9 to 12 A. M.; German, 9 to 12 A. M.; *Anabasis*, 2 P. M.; *Iliad*, 3 P. M.; French, 2 to 5 P. M.; German, 2 to 5 P. M.

Friday, June 12th.—*Cæsar* and Cicero, 9 A. M.; Prose Composition, 11 A. M.; Virgil and Prosody, 2 P. M.

SEPTEMBER, 1891.

Wednesday, Sept. 9th.—Geometry, 9 A. M. ; Arithmetic, 11.30 A. M. ; Algebra, 2 P. M.

Thursday, Sept. 10th.—Greek Grammar, 9 A. M. ; Greek Prose Composition, 11 A. M. ; French, 9 to 12 A. M. ; German, 9 to 12 A. M. ; Anabasis, 2 P. M. ; Iliad, 3 P. M. ; French, 2 to 5 P. M. ; German, 2 to 5 P. M.

Friday, Sept. 11th.—Cæsar and Cicero, 9 A. M. ; Prose Composition, 11 A. M. ; Virgil and Prosody, 2 P. M.

Saturday, Sept. 12th.—Ancient Geography, Modern Geography, Greek History, Roman History, United States History, 9 A. M. ; English, 2 P. M. ; Physical Geography, 4 P. M.

ADMISSION ON CERTIFICATE.

The following regulations have been adopted by the Board of Examiners of Wellesley College :—

1. The application for the admission of a student on certificate must be made by the Principal of the preparatory school not later than April 1st, for effect before September.

2. The application for the right of certification must be accompanied by full information with regard to the course of study. For this purpose Wellesley College provides a blank form, which, when filled out, should be forwarded with a catalogue or circular of the preparatory school.

3. If the first student or students prove satisfactory, the right of certification will be continued for three years.

4. All certificates must be filled out to show distinctly that the requirements in detail, as published in the current calendar, have been met. Whenever any variation has been allowed, the work done must be specifically stated, and offered as an equivalent for acceptance or refusal by the Board of Examiners.

5. All certificates must be signed by the Principal of the school, and countersigned by the assistants who have instructed the candidate.

6. Examinations in preliminary subjects, *i. e.*, Rhetoric, Geography (Ancient, Modern, and Physical), History (Grecian, Roman, United States), Arithmetic, Cæsar, Greek Grammar and the Anabasis, may be held at any time before entering college. Examinations on all other subjects must be held within a year of entrance.

7. The candidate who has received the certificate of a Principal will not be exempt from the entrance examinations in any particular subject, unless her certificate shows that she has satisfactorily accomplished the

full amount of work required in that subject. Any student whose certificate is deficient, July 7th, in more than three final or six preliminary subjects, may be refused the privilege to present supplementary certificate, or to take examination in the following September.

8. Candidates will not be admitted if conditioned in two, or heavily conditioned in one, of the following subjects: Latin, Greek, French, German, or Mathematics.

9. Certificates of health and of good moral character are required from all students.

10. Meetings of the Board of Examiners for the acceptance of certificates, will be regularly held during the second week in July and the second week in September. Certificates cannot be sent in later than July 7th, without special permission from the Board of Examiners.

11. All communications concerning entrance examinations and certificates should be addressed to the Secretary of the Board of Examiners, Wellesley College, Wellesley, Mass.

Admission of Special Students.

OPPORTUNITIES are offered to students who are not candidates for a degree, but are fitted for college work, and wish to avail themselves of college libraries and laboratories. Teachers who desire to devote a year or more to study along special lines, will find ample opportunity for prosecuting such work. A course in the art and science of teaching is open to all special students.

All candidates must furnish the usual certificates of character and of health, and must give evidence of such scholarship and mental maturity as will enable them to pursue successfully the studies they select. On application they will receive a circular describing the conditions of entrance. Every special student is expected to choose a primary subject, to which she will devote the greater part of her time, and in which she should elect two or more courses. She may pursue one or more allied subjects as secondary electives. Ten class exercises per week is the minimum, and seventeen the maximum, amount of work allowed.

Any student who creditably completes a prescribed group of courses in two or more departments will be granted a certificate. A circular describing these groups will be sent on application.

Special students cannot, during their first year, be lodged in the college buildings, but may find comfortable lodgings in the village. Ap-

plication for entrance as a special student should be presented by the 15th of June.

Any student who honorably completes a prescribed group of courses in two or more departments, may become a candidate for a Certificate.

Degrees.

STUDENTS who complete the Classical Course will, on the recommendation of the Council, receive the degree of Bachelor of Arts.

Students who complete the Scientific Course will, on recommendation of the Council, receive the degree of Bachelor of Science.

The degree of Bachelor of Music will be granted upon the conditions stated under the head of School of Music.

The degrees of Master of Arts and Master of Science will be granted upon the conditions stated under the head of Graduate Instruction (see p. 25).

Courses of Study.

THE Classical and Scientific Courses of the College extend through four years (see also pp. 41 and 46). Satisfactory scholarship will be required in every subject as the condition of promotion, or of the attainment of a degree. In the Freshman year the full quota is required, except that in the Scientific Course, Latin may take the place of one modern language.

After the Freshman year, opportunity for specializing is afforded by elective work throughout the remainder of the course. All candidates for a degree must take, in addition to the required studies, a sufficient number of electives to give thirteen exercises per week during the Sophomore, and fifteen during the Junior and Senior years. More than seventeen exercises per week will not be allowed, except by vote of the Academic Council.

The College reserves the right to withdraw the offer of any elective study when not chosen by at least six students. In the following courses of study are printed only those electives in which classes have been instructed within the last two years.

Curriculum, 1890-91.

FRESHMAN YEAR.

| CLASSICAL COURSE. | | SCIENTIFIC COURSE. | |
|---|----|---|----|
| GREEK:—Course 1. p. 25. | *4 | *GERMAN: p. 26. | *3 |
| LATIN:—Course 1. p. 20. | 4 | *FRENCH: p. 28. | 3 |
| †ENGLISH: | 1 | †ENGLISH: | 1 |
| MATHEMATICS:—Course 1. p. 32. | 4 | MATHEMATICS:—Course 1. p. 32. | 4 |
| BIBLE:—History of the Jewish Church. | 1 | CHEMISTRY:—Course 1. p. 33. | 3 |
| †PHYSICAL CULTURE: p. 38. | 3 | BIBLE:—History of the Jewish Church. | 1 |
| †CHRISTIAN ETHICS:—Course 1. p. 31. | 1 | †PHYSICAL CULTURE: p. 38. | 3 |
| †LITERATURE:—Course 1. p. 30. | 1 | †CHRISTIAN ETHICS:—Course 1. p. 31. | 1 |
| †PHYSIOLOGY AND HYGIENE:—8 lectures. | | †LITERATURE:—Course 1. p. 30. | 1 |
| †DRAWING FROM CASTS:—Geometrical and Perspective Drawing. | 1 | †PHYSIOLOGY AND HYGIENE:—8 lectures. | |
| ELOCUTION [To be withdrawn]. | 1 | †DRAWING FROM CASTS:—Geometrical and Perspective Drawing. | 1 |
| | | ELOCUTION [To be withdrawn]. | 1 |

* Numerals indicate the number of class exercises per week.

† The subjects marked thus (†) will be offered for the first time in 1891-92.

‡ The subjects marked thus (‡) will not hereafter be required, but may be elected with the approval of the President.

* A student may begin the study of French or German here, or may join any advanced class for which she may be fitted.

Ability to read at sight easy prose in French and German is required of every candidate for the degree of B. S. After this knowledge is attained, and in addition three courses in one or both languages have been pursued, Latin may be substituted for any further work in modern languages.

SOPHOMORE YEAR.

| CLASSICAL COURSE. | | | SCIENTIFIC COURSE. | | |
|-------------------|-------------------------------------|---|-----------------------------|---|---|
| REQUIRED. | LITERATURE:—Course 2. p. 30. | 1 | REQUIRED. | LITERATURE:—Course 2. p. 30. | 1 |
| | RHETORIC:—Course 1. p. 29. | 1 | | RHETORIC:—Course 1. p. 29. | 1 |
| | CHEMISTRY:—Course 1. p. 33. | 3 | | MATHEMATICS:—Course 2. p. 32. | 3 |
| | BIBLE:—History of the Jewish Church | 2 | | BIBLE:—History of the Jewish Church. | 2 |
| | ELOCUTION: p. 37. | 1 | | ELOCUTION: p. 37. | 1 |
| ELECTIVE. | GREEK:—Course 2. 25. | 3 | ELECTIVE. | LATIN: p. 29. | 3 |
| | LATIN:—Course 2. p. 29. | 3 | | * GERMAN: p. 26. | 3 |
| | * GERMAN: p. 26. | 3 | | * FRENCH: p. 28. | 3 |
| | * FRENCH: p. 28. | 3 | | POLITICAL HISTORY:—Course 1. p. 32. | 3 |
| | PHILOLOGY:—Course 1. p. 30. | 3 | | CHEMISTRY:—Qualitative Analysis. Course 2. p. 33. | 3 |
| | POLITICAL HISTORY:—Course 1. p. 32. | 3 | | GEOLOGY: p. 33. <i>First Semester.</i> | 3 |
| | MATHEMATICS:—Course 2. p. 32. | 3 | | MINERALOGY AND LITHOLOGY: p. 33. <i>Second Semester.</i> | 3 |
| | BIBLIOGRAPHY: p. 38. | 1 | | * BOTANY:—Course 1. p. 35. | 3 |
| | | | * ZOOLOGY:—Course 2. p. 35. | 3 | |
| | | | BIBLIOGRAPHY: p. 38. | 1 | |

* A student may begin the study of French and German here, or may join any advanced class for which she may be fitted.

§ Students in the Scientific Course must elect one year's study of either Botany or Zoölogy before graduating.

JUNIOR YEAR.

| CLASSICAL COURSE. | | | SCIENTIFIC COURSE. | | |
|-------------------|--|--------|--------------------|--|---|
| REQUIRED. | LOGIC:—Course 4. p. 31. <i>First Semester.</i> | 2 | REQUIRED. | LOGIC:—Course 4. p. 31. <i>First Semester.</i> | 2 |
| | RHETORIC:—Course 2. p. 30. | 1 | | RHETORIC:—Course 2. p. 30. | 1 |
| | HISTORY OF EUROPEAN CIVILIZATION:— Course 2. p. 32. | | | HISTORY OF EUROPEAN CIVILIZATION:— Course 2. p. 32. | |
| | <i>First Semester.</i> | 2 | | <i>First Semester.</i> | 2 |
| | <i>Second Semester.</i> | 3 | | <i>Second Semester.</i> | 3 |
| | PHYSICS:—Course 1. p. 34. | 3 | | PHYSICS:—Course 1. p. 34. | 3 |
| BIBLE: | 2 | BIBLE: | 2 | | |
| ELECTIVE.* | GREEK:—Course 3 or 6. p. 26. | 3 | ELECTIVE.* | GREEK TESTAMENT:—Course 1. p. 26. | 1 |
| | Testament:—Course 1. p. 26. | 1 | | LATIN: p. 26. | 3 |
| | LATIN:—Course 3. p. 26. | 3 | | †GERMAN: p. 26. | 3 |
| | †GERMAN: p. 26. | 3 | | †FRENCH: p. 26. | 3 |
| | †FRENCH: p. 28. | 3 | | ITALIAN:—Course 1. p. 29. | 3 |
| | ITALIAN:—Course 1. p. 29. | 3 | | ENGLISH LITERATURE:—Course 4, 6, or 8. | |
| | ENGLISH LITERATURE:—Course 4, 6, or 8. | | | p. 30. | 3 |
| | SANSKRIT: p. 31. | | | PHILOSOPHY:—Course 2, 3, 5, or 6. p. 31. | 3 |
| | PHILOSOPHY:—Course 2, 3, 5, or 6. p. 31. | 3 | | HISTORY OF MODERN EUROPE:—Course | |
| | HISTORY OF MODERN EUROPE:—Course | | | 3. p. 32. | 3 |
| | POLITICAL ECONOMY:—Courses 1 and 2. | 3 | | POLITICAL ECONOMY:—Courses 1 and 2. | |
| | p. 32. | 3 | | p. 32. | 3 |
| | MATHEMATICS:—Course 3. p. 32. | 3 | | MATHEMATICS:—Course 3. p. 32. | 3 |
| | CHEMISTRY:—Qualitative Analysis. | | | CHEMISTRY:—Quantitative Analysis. | |
| | Course 2. p. 33. | 3 | | Course 3. p. 33. | 3 |
| | MINERALOGY AND LITHOLOGY:—Course 4. | | | ASTRONOMY, Physical:—p. 34. <i>Second</i> | |
| | p. 33. <i>Second Semester.</i> | 3 | | <i>Semester.</i> | 3 |
| | GEOLOGY: p. 33. <i>First Semester.</i> | 3 | | BOTANY:—Course 2, 3, or 4. p. 35. | 3 |
| | BOTANY:—Course 1. p. 35. | 3 | | ZOOLOGY:—Course 3 or 4. p. 36. | 3 |
| | ZOOLOGY:—Course 2. p. 35. | 3 | | HISTORY OF ART:—Course 1. p. 36. | 3 |
| | HISTORY OF ART:—Course 1 or 3. p. 36. | 3 | | MUSICAL HISTORY: | 3 |
| | MUSICAL HISTORY: | 3 | | ELOCUTION:—Course 3. p. 37. | 3 |
| | ELOCUTION:—Course 3. p. 37. | 3 | | PEDAGOGICS: p. 37. | 3 |
| | PEDAGOGICS: p. 37. | 3 | | | |

* In the Junior year any of the electives offered in the Sophomore year may be taken.

† A student may begin the study of French or German here, or may join any advanced class for which she may be fitted.

SENIOR YEAR.

| CLASSICAL COURSE. | | SCIENTIFIC COURSE. | | |
|-------------------|--|--------------------|--|---|
| REQUIRED. | RHETORIC :—Course 3. p. 30. | 1 | { RHETORIC :—Course 3. p. 30. | 1 |
| | PSYCHOLOGY :—Course 5 or 6. p. 31 | 3 | { PSYCHOLOGY :—Course 5 or 6 p. 31. | 3 |
| | BIBLE :— | 2 | { BIBLE :— | 2 |
| ELECTIVE.* | GREEK :—Course 4 or 5. p. 26. | 3 | { LATIN :—p. 20. | 3 |
| | Testament :—Course 2. p. 20. | 1 | { * GERMAN :—p. 26. | 3 |
| | LATIN :—Course 4 or 5. p. 26. | 3 | GOTHIC, OLD HIGH AND MIDDLE HIGH | |
| | * GERMAN :—p. 26. | 3 | GERMAN :—Course 1 or 2. p. 28. | |
| | GOTHIC, OLD HIGH AND MIDDLE HIGH | | * FRENCH :—p. 28. | |
| | GERMAN :—Course 1 or 2. p. 28. | 3 | ITALIAN :—Course 2. p. 29. | |
| | * FRENCH :—p. 28. | 3 | SPANISH :—p. 29. | |
| | ITALIAN :—Course 2. p. 29. | 3 | ANGLO-SAXON :—p. 30. | |
| | SPANISH :—p. 29. | 3 | MIDDLE ENGLISH :—p. 30. | |
| | ANGLO-SAXON :—p. 30. | 3 | ENGLISH LITERATURE :—Course 7 or 9 | |
| | MIDDLE ENGLISH :—p. 30. | 3 | p. 30. | |
| | ENGLISH LITERATURE :—Course 7 or 9. | 3 | PHILOLOGY :—Course 1. p. 30. | |
| | p. 30. | 3 | PHILOSOPHY :—Courses 7, 8, 10, 11, 12, 13, | |
| | PHILOLOGY :—Course 1. p. 30. | 3 | 14. p. 31. | |
| | PHILOSOPHY :—Courses 7, 8, 10, 11, 12, 13, | 3 | History :—Course 7. p. 31. | |
| | 14. p. 31. | 3 | History :—Course 4 or 5. p. 32. | |
| | History :—Course 7. p. 31. | 3 or 6 | POLITICAL SCIENCE :—Course 6. p. 32. | |
| | HISTORY :—Course 4, 5, or 6. p. 32. | 3 | MATHEMATICS :—Course 4, 5, or 6. p. 32. | |
| | POLITICAL SCIENCE :—Course 6. p. 32. | 2 | ASTRONOMY, THEORETICAL :—Course 6. | |
| | MATHEMATICS :—Course 4 or 5. p. 32. | 3 | p. 32. | |
| | ASTRONOMY, THEORETICAL :—Course 6. | 3 | PHYSICS :—Course 2, 3, or 4. p. 34. | |
| | p. 32. | 3 | BOTANY :—Course 5. p. 35. | |
| | Physical :—Course 5. p. 34. <i>Second</i> | 3 | DOMESTIC SCIENCE :—p. 36. | |
| | <i>Semester.</i> | 3 | HISTORY OF ART :—Course 2. p. 30. | |
| | CHEMISTRY :—Quantitative Analysis, | | ELOCUTION :—Course 4. p. 37. | |
| | Course 3. p. 33. | 3 | | |
| | PHYSICS :—Course 2, 3, or 4. p. 34. | 3 | | |
| | BOTANY :—Course 2, 3, or 4. p. 35. | 3 | | |
| | ZOOLOGY :—Course 3 or 4. p. 36. | 3 | | |
| | DOMESTIC SCIENCE :—p. 36. | 3 | | |
| | HISTORY OF ART :—Course 2. p. 36. | 3 | | |
| | ELOCUTION :—Course 4. p. 37. | 3 | | |

*In the Senior year any of the electives offered in the Sophomore or the Junior year may be taken.

*A student may begin the study of French and German here, or may join any advanced class for which she may be fitted.

Graduate Instruction.

GRADUATES of Wellesley, and of other institutions of equal rank, may pursue studies at the College, whether they make application for a higher degree or not. Graduate students in residence are given personal direction and special opportunities for study. They are subject to such regulations only as may be prescribed for them by the Academic Council.

Nonresident students who are applicants for a second degree, will pay a matriculation fee of ten dollars, and a final fee of twenty-five dollars upon receiving the Master's degree.

The Council will recommend for the degrees of Master of Arts and Master of Science, those who hold the corresponding first degree, and, in addition, present the result of two full years of study, taken under the direction of a special committee of the Council.

The second degree can in no case be taken earlier than two years after the first, and graduates of other colleges must spend one of these years in residence at Wellesley. Wellesley graduates may take their entire graduate course in nonresidence, but in this case they must be under instruction specially approved by the Council, or must spend at least three years in obtaining the degree.

At least two months before taking the degree, the candidate must present a thesis or pass a satisfactory examination upon the completed work.

Courses of Instruction.

THE following Courses of Instruction are offered by the several departments, those from which undergraduates are excluded being marked with brackets. Unless otherwise stated, each course extends throughout one year, three hours a week.

I. GREEK.*

1. Plato: *Apology* and *Crito*; Herodotus (selections); *Odyssey* (selections). One year, four hours a week.
2. *a.* Greek Prose Composition; Lysias, Isocrates and Demosthenes (selected orations).
- b.* Herodotus and Thucydides (selections); *Æschylus*: *Septem*. Exercises in prose composition throughout the year.

*SCHOOL OF CLASSICAL STUDIES AT ATHENS.—This College has become a contributor to the support of the American School of Classical Studies at Athens. The school affords facilities for archaeological and classical investigation and study in Greece, and graduates of this College are entitled to all its advantages without expense for tuition.

3. Thucydides (selections) ; Euripides : Selected dramas.
4. Origin and development of the Greek Drama. Selected dramas.
5. Selections from Plato ; from the Drama ; from Lyric Poetry.
6. Life of the Ancient Greeks. Lectures on the Private, Political, and Legal Antiquities of the Greeks. Illustrated. Course 6 will not be given in 1891, but may be expected in 1892.
- [7. Greek Syntactical Seminary. Study of the Historical Development of Syntactical Usage.]

GREEK TESTAMENT.

1. Life of Christ. Text study of the Gospels, with lectures. One year, two hours a week.
2. History of the Apostolic Church. Text study of the Acts and Epistles, with lectures. One year, two hours a week.

II. LATIN.

1. Prose Composition ; Letters of Cicero, selected ; Livy : Book XXI., and XXII. ; Tacitus : Germania and Agricola, and selections from Annals and Histories. One year, four hours a week. (For scientific students, three hours a week.)
2. Horace : Odes, Satires, and Epistles, selected ; Letters of Pliny, selected ; in connection, selections from Tacitus : Annals, and Histories.
3. Plautus ; Terence : selected Plays ; Juvenal : selected Satires ; Cicero : De Natura Deorum.
4. Lucretius : selections ; Quintilian, Book X. ; Cicero : selections from rhetorical and philosophical works.
5. Lyric, Idyllic, and Elegiac Poetry (selections).

Classical students are instructed in the Literature, History, Mythology, Archæology, and Art of Greece and Rome. They have unrestricted use of numerous works of reference and illustration, together with the latest and best German, French, and English editions of the classics. There is, also, a large collection of copies in plaster and sulphur, from antique coins, medals, and gems, for the illustration of Classical Studies and Ancient History.

III. GERMAN.

I. MODERN GERMAN.

1. Grammar : Deutsche Grammatik, by Wenckeback-Schrakamp, pp. 1-88.
 Conversation : Deutscher Anschauungs-Unterricht, by Wenckeback, pp. 1-36 and pp. 315-320.
 Reading : Deutsches Lesebuch, by Wenckeback, pp. 1-108.
 Poetry : Die Schönsten Deutschen Lieder, compiled by Wenckeback, Nos. 2, 3, 8, 10, 14, 15, 18, 19.

These text-books in grammar, conversation, reading, and poetry, will be used also in the following courses :—

2. Grammar : pp. 88-144 and pp. 209-244. Stein's German Exercises. Conversation, pp. 36-136, and pp. 321-332.
Reading, pp. 108-126 and pp. 154-247. Meissner's *Aus meiner Welt*. Lessing's *Minna von Barnhelm*.
Poetry, pp. 7-18, and the first five Volkslieder.

A double elective (six hours a week) in German, covering the amount of Courses 1 and 2, is offered to students who wish to make more rapid progress in German.

3. Schiller's life and works are made the subject of lectures and recitations ; History of the German Language, and Grimm's Law of Transmutation, according to *Deutsches Lesebuch*, pp. 248-316 ; Psychology, according to *Deutscher Anschauungs-Unterricht*, pp. 162-209 ; Grammar, pp. 144-208 and 245-276 ; Conversation, pp. 332-352 ; Stein's German Exercises, pp. 56-114 ; Letter writing ; Poetry.
4. Goethe's life and works ; *Götz von Berlichingen*, *Werther's Leiden*, *Egmont*, *Tasso* ; Schiller's *Don Carlos* ; Germanic Mythology and *Wölsungensaga* ; *Ulfilas*, *Hildebrandslied*, *Heliand*, *Krist*, *Roswitha's Dramen*, etc., according to *Wenckebach's Deutsche Literaturgeschichte I.* and *Musterstücke* ; *Könnecke's Bilderatlas* ; Poetry ; Essays.
5. Goethe's *Faust*, Parts I. and II. (Schröer's edition) : Lectures on the History of mediæval and modern Civilization ; History of Literature : *Wolfram von Eschenbach*, *Gottfried von Strassburg*, *das Nibelungenlied*, *Minnesänger*, *Meistersänger*, *das Volkslied*, *Hans Sachs*, *Fischart*, *Klopstock*, *Wieland*, *Lessing* ; Selections from *Parcival*, *Tristan and Isolde*, *Messias*, *Oberon*, *Nathan der Weise*, *Erziehung des Menschengeschlechts* ; Scherer's and König's *History of Literature* ; Poetry ; Essays.
6. History of German Literature : Herder, Jean Paul, *die Romantische Schule*, Uhland, Rückert, Chamisso, Lenau, Grillparzer, Heibel, Heine, Gutzkow, etc. : Grillparzer's *Medea*, Gutzkow's *Uriel Acosta*, Wildenbruch's *Harald* ; Selections from *der Cid*, *Titan*, *Levana*, *Phantasus*, *Zopf und Schwert*, *Harzreise*, *Ingo und Ingraban*, *Ekkehard* ; Scherer and König as above, and Salomon's and Gottschall's *Literaturgeschichte des 19ten Jahrhunderts* ; Lectures and recitations on Astronomy, Geology, and the History of Primeval Civilization. Students of V. and VI. Courses will also give lectures in German on literary and scientific subjects.

II. GOTHIC, OLD HIGH GERMAN, MIDDLE HIGH GERMAN.

1. Braune's Gothic Grammar translated into English by G. H. Balg; Ulfilas' translation of the Bible: Selections; Wright's Old High German Primer; Muspilli, Ludwigslied, selections from Tatian and Otfrid; Wright's Middle High German Primer; Selections from Berthold von Regensburg, Hartmann von Ouwe, Walther von der Vogelweide, and the Nibelungenlied.

In this Course the work is conducted in English.

2. Braune's Gotische Grammatik; Ulfilas' Bibelübersetzung; Braune's Althochdeutsche Grammatik; Braune's Althochdeutsches Lesebuch; Paul's Mittelhochdeutsche Grammatik; Das Nibelungenlied; Selections from the Epic Poetry of the Twelfth and Thirteenth Centuries; Walther von der Vogelweide; Lectures on the following subjects: The Minnesänger and Meistersänger; Rise of the Drama; Prose Literature of the Fourteenth and Fifteenth Centuries; Volkslieder; Luther; Development and growth of New High German.

Instruction in this Course is given in German.

It is the purpose of both of these courses to give:—a practical knowledge of the grammar of the Gothic, Old High, and Middle High German languages; practice in reading; knowledge of the relations of these Germanic languages to one another, and familiarity with the linguistic laws illustrated by them.

The College possesses a large, well-selected library of works on Germanic Philology.

IV. FRENCH.

1. Aubert's Colloquial Drill; La Deuxième Année de Grammaire, by Larive et Fleury; six fables of La Fontaine committed to memory, and made the subject of conversation; Mme. Alliot's Contes et Nouvelles; Roulier's First Book of French Composition.

A double elective in French (six hours a week) is offered to those who wish to do in one year the work of Courses I. and II.

2. La Deuxième Année de Grammaire, by Larive et Fleury; Hennequin's Lessons in Idiomatic French, with written and oral exercises; L'Abbé Constantin, by Ludovic Halévy; Les Fables de La Fontaine; Blouet's Class Book of French Composition.
3. Fleury's Histoire de la Littérature Française, jusqu'au XVII^e Siècle; selections into French from Roulier's Third Book of French Composition; Grammaire de la Troisième Année, by Larive et Fleury; Les Femmes Savantes, Athalie.

4. Fleury's *Histoire de la Littérature Française*, XVII^e Siècle; selections from English into French; reading and criticism of *Le Cid* and *Horace*, by Corneille; *Andromaque*, by Racine; *L'Avare*, by Molière; *Louis XIV. et ses Contemporains*, by Mason; essays, criticisms, and lectures.
5. *La Littérature française au XVIII^e Siècle*: one of Macaulay's *Essays* from English into French; reading of classics; essays and criticisms; *Histoire de la Révolution Française*, by A. Rambaud; lectures by the Instructor and the students.
6. *La Littérature française au XIX^{ième} Siècle*: *Histoire de la Civilisation contemporaine en France*.
7. *Elements of Romance Philology*. Reading of texts in Old French and Provençal. Clédat's *Grammaire élémentaire de la vieille langue française*. Clédat's *Morceaux choisis des auteurs français du moyen âge*.

This course may be taken by any student who has had French IV. or its equivalent.

Exercises in prose composition, translation, and dictation are given throughout the course. French text-books are used, and recitations are conducted entirely in French. Students are taught to converse correctly and idiomatically in the classroom, and at the French tables.

V. ITALIAN.

1. Toscani's *Italian Grammar and Reader*, with written and oral exercises; dictation; translation at sight of *De Amicis' Cuore*.
2. Falorsi's *Grammatica Italiana*; translation from English into Italian; reading and translation from Italian authors; Fornaciari's *Letteratura Italiana*; prose composition.

A course in Italian literature with special study of Dante will be given if a sufficient number of students desire it.

VI. SPANISH.

Grammar and reader, oral exercises, reading at sight.

VII. ENGLISH.

1. RHETORIC AND ENGLISH COMPOSITION.

1. Genung's *Practical Rhetoric*: Review of the Qualities of Style: Structure of the Essay; Laws of Narration, Description, and Exposition, with brief papers illustrating the principles studied. In addition to these papers, six essays are required during the year. One hour a week, one year.

2. Studies of Argumentation, with Lectures on Oral and Written Discourse. Four debates and three essays are required. One hour a week, one year.
3. Lectures on Style: Spencer's Philosophy of Style; Critical Analysis of Selections in Prose. Four essays are required on literary, historical, and philosophical themes. One hour a week, one year.

II. ENGLISH LANGUAGE.

1. Anglo-Saxon: Sweet's Grammar and Reader; Beowulf, and selections from other Anglo-Saxon poems.
2. Middle English Period: Sweet's Middle English Primers: Morris and Skeat's Specimens of Early English Literature: History of the English Language to the time of Chaucer.

III. ENGLISH LITERATURE.

1. Lectures on Nineteenth Century Authors. One hour a week.
2. History of English Literature. One hour a week.
3. History of American Literature. Spring term, one hour a week.
4. English Prose to the Nineteenth Century.
5. English Prose of the Nineteenth Century.
6. Epic and Lyric Poetry to the Nineteenth Century.
7. Epic and Lyric Poetry of the Nineteenth Century.
8. Chaucer. Second half-year.
9. Dramatic Literature (the English Drama).

No class text-books are used. Instruction is given by lectures, text study, and by topics, the elaboration of which is made dependent upon constant and thorough use of the College Library.

Special Courses for the study of English Translations of Homer and Dante are arranged, and will be given if a sufficient number of students wish to form a class.

A course of open lectures in ancient and mediæval literature extends through two years, the lectures occurring semimonthly. Romance and German literatures are treated during the current year; Greek and Latin in 1891-92.

VIII. PHILOLOGY.

I. COMPARATIVE GRAMMAR OF GREEK AND LATIN.

The Greek and Latin Comparative Grammars of Victor Henry, Papillon, and King and Cookson, represent approximately the amount and kind of work required.

Lectures will be given in connection with this course on general topics relating to the science of language.

II. [SPECIAL COURSE IN COMPARATIVE PHILOLOGY.]

This course is offered to graduate students who desire to devote their time *wholly* to the scientific study of language.

Candidates for this course should have a good knowledge of Greek and Latin grammar, and should be able to read Greek and Latin at sight; they should also have a sufficient knowledge of German to enable them to read scientific books written in that language.

Courses which such special students will be *required* to pursue are:—

1. Comparative Grammar: either (a) Course I. (offered primarily to undergraduates), or (b) work based on Brugmann's Comparative Grammar.
2. Sanskrit: Course III., offered primarily to undergraduates. See below.
3. Gothic, Old and Middle High German: Course 7 or 8, as described under German, Div. II.

III. SANSKRIT.

Perry's Sanskrit Primer.

Selections from Lanman's Reader.

IV. GOTHIC, OLD AND MIDDLE HIGH GERMAN.

As described under German, Div. II., 1 or 2.

V. ANGLO-SAXON AND MIDDLE ENGLISH.

As described under English.

VI. OLD FRENCH.

Course 7, under French.

IX. PHILOSOPHY.

1. Principles of Christian Ethics. One hour a week.
2. Logic, Psychology, Moral Philosophy.
3. Æsthetics.
4. Logic: Formal Principles of Inference; Exercises in Argumentation and Criticism. Two hours a week, one semester.
5. Types of Ethical Theory.
6. Psychology and Metaphysics.
7. History of Philosophy: Outline of the Development of Thought in Europe.
8. The Scientific Basis of Theism opposed to Modern Positivism.
9. The Bible Presentation of the Origin and of the Redemption of Man, with the Logic of Christian Evidences. Two hours a week.
10. History of Philosophy: Special study of great epochs.
11. Applications of Logic in the Development of Modern Thought.
12. English Philosophy of the Eighteenth and of the Nineteenth Centuries.

13. Philosophy of Religion developed from the History of Religions.
14. Philosophic Systems of Idealism.
15. [Seminary in Constructive Metaphysics.]
16. [Seminary in Hegel's *Geschichte der Philosophie*.]

X. HISTORY AND POLITICAL SCIENCE.

1. Political History of England and the United States: England, first semester; United States, second semester.
2. History of European Civilization: early mediæval history, twice a week first semester; later mediæval history and the Reformation, three times a week second semester.
3. History of Modern Europe, throughout the year. Lectures and library work.
4. Constitutional History of England and United States: England, first semester, Coman's Outlines; United States, second semester, lectures and library work.
5. History of Oriental Civilization, throughout the year.
6. Political Science: lectures on Grecian and Roman methods of government, twice a week, first semester; lectures on the history of political institutions, twice a week, second semester.

XI. POLITICAL ECONOMY.

1. Economic Science, first semester. Authorities, Mill, Marshall, Walker.
2. Economic and Social Problems, second semester. Lectures and special topics.

XII. MATHEMATICS.

1. Solid and Spherical Geometry (Chauvenet); Higher Algebra; Plane Trigonometry (Chauvenet). One year, four hours a week.
2. Spherical Trigonometry; Analytical Geometry (C. Smith).
3. Differential Calculus (Williamson); Integral Calculus (Williamson).
4. Theory of Equations (Burnside and Panton); Analytical Geometry of Three Dimensions (C. Smith).
5. Analytical Mechanics.
6. Theoretical Astronomy (Watson); Determination of Orbits.
7. [Differential Equations (half course)].
8. [Quaternions.]
9. [Method of Least Squares; Perturbations.]

XIII. CHEMISTRY AND MINERALOGY.

1. Lectures on General and Theoretical Chemistry, with laboratory work and chemical problems.

This course is intended to familiarize the student with the important properties of the elements, principally the nonmetallic ones, and their compounds, with their modes of preparation and with such tests as shall lead up to the study of systematic Qualitative Analysis; also to present the laws governing chemical reactions, the meaning of chemical equations, and the more recent theories adopted in the science.

All of the more simple experiments are performed by the student herself in the laboratory.

Certificates of study in Inorganic Chemistry at Wellesley, will be accepted in place of the corresponding course in the Woman's Medical College of the New York Infirmary.

2. Qualitative Analysis. Two terms.
Organic Chemistry. One term.

This course supplements Course I. by presenting the properties and reactions of the metallic elements. Practical methods of separating and recognizing the elements present in simple mixtures are also taught, and progress of the student is constantly tested by determination of unknown compounds.

The third term of this year is occupied with the elements of organic chemistry. The course is necessarily brief, and is devoted to the study of the characteristics of the most common classes of the carbon compounds, these characteristics being illustrated in the laboratory by the behavior of some well-known representative of each class.

3. Quantitative Analysis.

In this course both volumetric and gravimetric methods are used, and the student is taught to estimate quantitatively as many of the common elements as the time will permit.

4. Mineralogy and Lithology. One semester.

The determination of minerals by chemical tests is first studied, Brush's Blow-pipe Analysis being used as a text-book. This is followed by work in descriptive Mineralogy and Lithology, in which the characteristics necessary for identification of the most common rocks and minerals are studied, and the appearance of the important rock-forming minerals under the microscope and polariscope, together with the more recent methods of studying rock sections, are briefly noticed.

XIV. GEOLOGY.

1. Geology. First semester.

The course is divided into three parts. In the first part the work of streams, glaciers, volcanoes, and other agents in modifying the features of the earth are considered. This study furnishes the key for the interpretation of the records of the past. In the second part these records are found in the structure of the earth's crust, and thus the stratifications, foldings, mineral veins, etc., claim the attention. The third part closes the course with a general survey of the physical history of the earth and its past inhabitants as revealed in the rocks, and interpreted by the events of the present.

The instruction combines lectures with the use of a text-book, readings, and recitations. Specimens, maps, models, diagrams, and lantern-slides are employed for illustrations. Occasional walks with the instructor in the vicinity are arranged, as weather and the duties of the students permit.

An advanced course in Physical Geography, treating specially of the relations of the physical features of the earth to human life and history, is given during the first semester. It is intended as an important adjunct to the study of History, Language, and Art, as well as of Science.

XV. PHYSICS AND ASTRONOMY.

1. Lectures in Physics with class exercises and problems twice a week ; quantitative laboratory experiments once a week.

The laboratory experiments are arranged to acquaint the student with exact measuring instruments, to verify the most important laws, and to teach some mathematical and graphical methods of discussing the results of observations.

2. More advanced laboratory work in Heat, Light, and Electricity, accompanied by lectures and reference work in the physical library.

Work in Heat includes experiments in thermometry, calorimetry, measurements of expansions, study of radiant heat; that in Light includes photometry, photography, measurement of indices of refraction, mapping of spectra, study of the phenomena and theory of color and polarized light, measurement of wave lengths; that in Electricity includes the study of the absolute system of electrical units, and the derived legal units theoretically and experimentally, the laws of electro-magnetic and magneto-electric induction and applications.

Instruction is given in the various departments of lantern projection, and there is frequent opportunity to present a new subject in the form of a lecture with illustrations before the class.

3. Construction of electrical instruments, with additional readings in Physics. One term.
4. Meteorology. One term.

Under the direction of the department of Physics, the daily observation of the local phenomena of the weather is taken and reported. The instruments used are the standard Signal Service thermometers in a shelter, a rain gauge, a self-registering barograph of Richard Frères, and a self-registering thermometer, anemometer, and anemoscope of Draper.

5. Physical Astronomy. One semester.

The lectures are accompanied by frequent observations of the heavens with a four and one-half inch telescope. Spectroscopic astronomy is illustrated by laboratory work with the sun spectrum and the spark spectrum, sufficient to show some of the methods of the new astronomy.

A knowledge of mathematics at least through plane trigonometry is necessary for all the foregoing courses.

XVI. BOTANY.

1. General Morphology and Principles of Classification. Exercises in Elementary Vegetable Physiology during fall and winter terms. An herbarium of fifty species.
2. Cryptogamic Botany: Study of types of all the more important groups of flowerless plants, preceded by a brief course in elementary Vegetable Histology.
3. Systematic Botany, advanced work: Special study of the more difficult orders; determination of dried plants; report upon flora of some assigned locality.—One semester. Economic Botany: Investigation of the useful products of plants.—One semester.
4. Medical Botany.

This course includes microscopical examination of the typical and important roots, rhizomes, stems, leaves, barks, and fruits of the Pharmacopœia. It is intended to give familiarity with the botanical characters of the more common medicinal plants, thus aiding in the identification of the crude drugs derived from them, and in the detection of adulterations. The active principles of such drugs and peculiar modes of action are also investigated.

5. Vegetable Histology: cell structure and the study of tissues; Microscopy: twenty-five mounted specimens required; Vegetable Physiology, with practical experiments and original investigations.

Courses 2 and 3 should be preceded by Course 1.

Courses 4 and 5 should be preceded by Courses 1 and 2.

The instruction in all courses of the Botanical Department is given through practical work in the laboratory, accompanied by explanatory lectures.

Students sketch all the objects studied. Free instruction in drawing and water-color painting is given to those wishing it.

Instructors and students meet statedly for the discussion of recent discoveries in Botanical Science.

XVII. ZOÖLOGY AND PHYSIOLOGY.

1. Elementary Lectures on Human Anatomy, Physiology, and Hygiene, by the physician. First term, one hour a week for eight weeks.
2. Anatomy of Invertebrates, first semester. Anatomy and Embryology of Vertebrates, second semester.

Beginning with the unicellular organisms, familiar examples of the more important kinds of animal structure are studied in detail in the laboratory, each typical form being compared with the preceding. The examination of the type is followed by a rapid survey of the common allied animals. The course ends with the study of the embryology of the chick. The work in the laboratory is accompanied by reading, preparation of papers, and occasional lectures.

3. Physiology and Hygiene.

Laboratory work, lectures, readings in standard authors, experiments in physiological chemistry, dissection of a typical mammal. Gross anatomy, histology, physiology, and hygiene of each system. References to Foster, Martin, Yeo, Landois and Stirling, Quain, etc.

4. Entomology.

Preparation.—A knowledge of drawing is indispensable. Free instruction is provided for those who require it. Acquaintance with the elements of chemistry and of physics is very desirable in Course 3.

Apparatus.—Microscopes, reagents, etc., are provided by the College. Dissecting instruments may be provided by the students, or be rented for a small fee.

XVIII. DOMESTIC SCIENCE.

The course consists of lectures and practical work. The lectures treat of: The house and its foundations and surroundings from a sanitary as well as an architectural standpoint; the mechanical apparatus of the house, heating, lighting, ventilation, drainage, including methods of testing their efficiency; furnishing and general care of a house, including what might be called applied physiology, chemistry of food and nutrition, and the chemistry of cleaning; food and clothing of a family; relation of domestic service to the general question of labor, with a discussion of present conditions and proposed reforms.

The practical work includes: visits of inspection, accompanied by the instructor, to houses in process of construction, of good and bad types, both old and new; visits to homes where the housekeeper has put in practice some or all of the theories of modern sanitary and economic living; conferences with successful and progressive housekeepers; practical work in the laboratory. A knowledge of chemistry and physics is essential.

XIX. HISTORY OF ART.

1. Early Christian Art; Architecture of Ravenna; Byzantine Art; The Romanesque Style; The Art of Illumination; Gothic Architecture; The Work of the Goldsmiths; Mediæval Sculpture and Painting. First semester.

Renaissance Architecture and Sculpture; Early Renaissance Painting; Engraving and Miniature Painting; The Schools of Tuscany, Umbria, and Padua; Leonardo da Vinci; Michelangelo; Raphael. Second semester.

2. Sebastian del Piombo; Giulio Romano; Venetian Painters; Correggio; The Schools of Bologna, Rome, and Naples; Renaissance Sculptors; Baroque and Roccoco Architecture; Spanish Painters. First semester.

The Brothers Van Eyck; Martin Schongauer; Albert Dürer; The Little Masters of Germany; Lucas Cranach; Hans Holbein; German Sculptors; The Flemish and Dutch Painters. Second semester.

3. The History of English, French, and American Art. First semester, half-course.

Greek Sculpture. Second semester, half-course.

Lectures with laboratory work.

Laboratory exercises consist in examination and study of the reproductions of art works used to illustrate the different subjects.

The valuable Art Library and collection of unframed pictures are arranged in the Art Rooms, and made especially accessible to the students who elect this course.

XX. ELOCUTION.

The following courses are open free to all students. Special arrangements may be made for private instruction.

1. Liberating and training the body; correct method of breathing in voice production; articulation; simple spontaneous expression of thought and feeling. One hour a week, one year.
2. Physical and vocal training, continued. One hour a week, one year.
3. Co-operation of the agents of expression; pantomimic training; voice culture; readings, recitations and orations from the best authors; Julius Cæsar.
4. Training of Course 3 continued; study of vocal expression as a means of interpretation of the higher forms of thought and feeling; two plays from Shakespeare.

XXI. PEDAGOGICS AND DIDACTICS.

GENERAL.

Theoretical.—Lectures and recitations on the science and art of education as based upon underlying philosophical principles. Especial prominence is given to the study of child-nature, and the laws of its development.

Practical.—Special attention to the Kindergarten system, and methods of government and instruction in primary, intermediate, and higher grades. Lessons given by members of the class will be criticised by instructor and students. The aim is to offer a critical study of methods in general, that each may be able to select or devise those best adapted to her needs.

Historical.—The lives and chief works of Comenius, Rousseau, Pestalozzi, Fröbel, Herbert Spencer, and Horace Mann.

SPECIAL.

Special instruction in methods of teaching Sciences, Languages, Philosophy, and History will be offered in various departments.

XXII. BIBLIOGRAPHY.

An elective course in the study of Bibliography is given once a week throughout the year; it is pursued in connection with other college studies, and is practical in its nature. It aims,—

1. To familiarize the student with the best bibliographical works, and with library methods and catalogues.
2. To teach the best method of reaching the literature of a special subject.
3. To furnish important bibliographical lists likely to prove valuable in future study.

The course is open to all students in the following departments:—

Course I. in the History of Art.

Courses II., IV., V., VI., VII., IX. in English Literature.

Courses III., V., VII., VIII., IX. in Philosophy.

All courses in History and Economics.

PHYSICAL CULTURE.

The health of the students is in the care of two resident physicians, Dr. Rachel T. Speakman and Dr. Emelie J. Barker. A hospital, separated from the rest of College Hall, is provided for those who may be ill, and a nurse is in constant residence. There is a separate house for any case of contagious disease. No charge is made for attendance or medicine, except in case of prolonged illness.

The physicians with the Director of the Gymnasium, the Physical Examiner, and the Professor of Elocution, constitute a Board of Health, under whose direction the students are examined on admission to the College, with reference to physical development, strength of heart and lungs, and hereditary tendencies. From the records of these examinations exercise in the gymnasium is adapted to meet the special wants of each student.

The gymnasium is equipped with the Swedish apparatus, and with Dr. Sargent's machines.

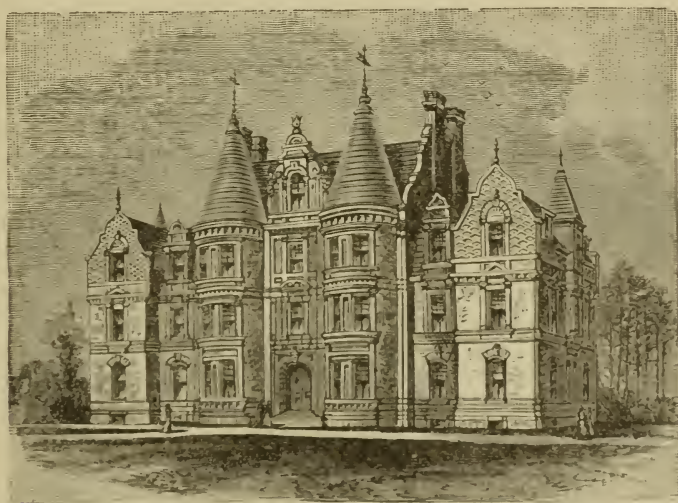
The Ling system of educational gymnastics is prescribed for the Freshman Class, and this exercise is required three times weekly, unless the student is excused by the Board of Health.

Physical training is elective in the upper classes.

PUBLIC LECTURES AND CONCERTS.

Besides occasional addresses which, though of especial interest to members of some one department, are open to the college at large, one lecture on a Shakespearean subject is provided annually by the income of the Kate Howard Furness Fund, two readings and lectures on elocution by the Monroe Fund, and about sixteen concerts by the Concert Fund (see p. 44).

Lectures and papers are also given on philanthropic and benevolent work.



Music Hall.

Wellesley School of Music.

THE School of Music is located in Music Hall, which contains thirty-eight music rooms, and a hall for lectures and choral singing. Forty-three pianos and two large organs are furnished for the use of students. The organ, presented by Mr. W. O. Grover, has three manuals, each of sixty-one notes, a pedal of thirty notes, and twenty-six speaking registers. It contains 1,584 pipes.

REQUIREMENTS FOR ADMISSION.

Regular course: Candidates must meet requirements 1, 2, 3, 4, pp. 14 and 15, and must also present the full preparation (see pp. 15-18) in either Latin, French, or German.

Special students: Special students for any musical study will be received, but in all cases the above requirements must be met, unless exceptional advancement in music can be urged as an equivalent for one required subject.

Special arrangements may be made for those not connected with the College, who may desire to pursue a Musical Course exclusively.

DEGREE OR DIPLOMA.

Students who complete either of the following courses will receive the diploma of the School of Music.

The degree of Mus.B. will be given on completion of a course laid out for that degree.

Students intending to graduate in the musical courses must give at least a year's notice.

THE MUSICAL COURSE.

1. Piano: two lessons a week for five years, with four periods of practice daily for five days each week.

Harmony: two lessons a week for two years.

Musical History.

College Courses: one of which shall be a modern language, six hours a week for three years.

Bible Study: throughout the course.

2. Organ: two lessons a week, with daily practice as in piano study, for five years.

The remainder of the course is the same as Course 1, omitting piano.

3. Voice: two lessons a week, with daily practice as in piano study, for five years. In other respects this course is like Course 1, omitting the piano, except that one year of Italian must be substituted for one year of French or German. It is desirable to take the Italian as early as possible, that the benefit of the study may be had throughout the course.

Violin, Viola, Violoncello, Harp, or any orchestral instrument may be made a specialty instead of the above-mentioned principal studies.

A college degree is not obtainable in this course, but the diploma of the School of Music is given to those who fulfill all the requirements.

THE FIVE YEARS' CLASSICAL OR SCIENTIFIC AND MUSICAL COURSE.

Students entering the Classical or Scientific Course, may combine the regular study of music with the work required for a degree, the collegiate studies extending through five years instead of four.

Any one of the three courses of instruction may be selected—the Pianoforte, the Organ, or the Voice. Lessons on the Harp, Violin, Viola, and Violoncello are subject to special arrangements.

COURSE OF STUDY FOR THE PIANOFORTE.

Selections, equal to about one half the entire amount, from the following works, or their equivalents:—

FIRST YEAR.

ETUDES.

Plaidy's Technical Studies; Emery's "Head and Hands"; Czerny, Op. 849; Köhler's Primary Studies, Op. 50; Duvernoy's Etudes de Mécanisme; Köhler, Op. 60; Heller, Préludes, Op. 119; Bertini, Op. 100; Heller, Op. 47; Krause, Op. 4; Emery's Studies in Presto Scales; Loeschhorn, Op. 66; Easy Studies by Eschmann and Oscar Weil; eighteen little preludes by Bach.

PIECES.

Sonatinas and other simple works by Krause, Reinecke, Merkel, and Gurlitt; Clementi, Op. 36; easier sonatas of Haydn and Mozart; Beethoven, sonatinas, Op. 49, Nos. I. and II., Op. 79; short pieces by Hummel, Dussek, Schubert, Schumann, Gade, and other classical writers; easy selections from the best modern composers; Mendelssohn's Op. 72, and Songs without Words; practice in four-hand playing.

SECOND YEAR.

ETUDES.

Bertini, Ops. 29 and 32; Czerny, Op. 299, Velocity studies, three books; Krause, Op. 2, trill studies; Op. 5, two books; Op. 9, studies in broken chords; Moscheles' preludes; Clementi's preludes and exercises; Heller, Ops. 46 and 45; Bach's Two-part Inventions; Continuation of Emery and Plaidy; Mason's Accent Exercises.

PIECES.

Sonatas of Haydn, Clementi, and Mozart; Beethoven, Op. 2, No. I.; Op. 10, Nos. I. and II.; Op. 14, Nos. I. and II.; Rondos, Op. 51, Nos. I. and II.; easy variations; Mendelssohn's Songs without Words; Caprices, Op. 16, and other short pieces; selections of moderate difficulty from Hummel, Dussek, Schubert, Krause, Kiel, Bargiel, Jadassohn, Reinecke, Nicodé, and other modern composers; four-hand playing.

THIRD YEAR.

ETUDES.

Czerny, Op. 740, three books; Cramer (Bülow edition), first half; Clementi's Gradus ad Parnassum (Tausig edition), first half; Carl Mayer, Op. 305; Krause, Op. 15, studies for the left hand; Eschmann, Op. 16; Heller, Art of Phrasing, Op. 16; Technics, by Plaidy, Emery, and Tausig.

PIECES.

The more difficult Sonatas of Haydn, Mozart, Clementi, and Dussek; Beethoven, Op. 2, Nos. II. and III.; Op. 7; Op. 10, No. III.; Op. 13; Op. 26; lesser works of the Bachs, Scarlatti, and other ancient writers; moderately difficult selections from Mendelssohn, Chopin, Schumann, and writers of the romantic school; Bach's Preludes and Fugues; French Suites.

FOURTH YEAR.

ETUDES.

Czerny, Op. 740, continued; Cramer (Bülow), continued; Clementi (Tausig), continued; Moscheles, Op. 70, two books; Kullak's Octave School; Chopin, Op. 25; Bennett, Op. 11; Mayer, Op. 119; Grund, Op. 21; Bach's Preludes and Fugues.

PIECES.

The difficult Sonatas of Hummel and Dussek; Suites and other pieces of Händel; English Suites of Bach; Beethoven, Sonatas, Op. 22; Op. 27, Nos. I. and II.; Op. 28 and Op. 31, Nos. I., II., and III.; Concertos, by Dussek, Hummel, and Mozart; Preludes and Fugues, Rondos and Caprices, of Mendelssohn; Impromptus of Schubert; Preludes, Impromptus, and shorter pieces of Chopin; Noveletten and Fantasiestücke of Schumann; Selections from the best recent composers; Ensemble playing.

FIFTH YEAR.

ETUDES.

Henselt, Op. 2 and Op. 5; Toccata, Op. 25; Baermann, Op. 4; Chopin, Op. 10; Hans Seeling, Op. 10, two books; Toccatas, by Czerny, Schumann, Rheinberger, and others; Bach's Preludes and Fugues; Schumann's Etudes Symphoniques.

PIECES.

Schubert's Sonatas; Beethoven, Op. 53, Op. 57, and Op. 81; the more difficult Variations; Concertos, Nos. III. and IV.; Mendelssohn's Concertos and other concerted works; Variations; Chopin's Variations, Rondos, Ballades, and Scherzi; also the difficult Polonaises and Fantasies; Concert pieces of Rheinberger, Liszt, Saint-Saëns, Raff, Scharwenka, Nicodé, Pabst, Moszkowski, and others.

COURSE OF STUDY FOR THE ORGAN.

FIRST YEAR.

Manual playing in two, three, and four parts (without pedals), for perfection of touch and execution, as exemplified in the works of Rink, André, Hesse, and Lemmens.

Rink's Organ School, Books I., II., and III.; Studies in Registration; Offertories by Wély and Batiste; Easy Choral Preludes of Bach, Richter, Merkel, Papperitz, and others; Short Fugues of Bach.

SECOND YEAR.

Rink's Organ School, continued; Buck's Studies in Pedal Phrasing; Arrangements from the Sonatas and Symphonies of Haydn, Mozart, and Beethoven; Choruses arranged from Händel's Oratorios; Selections from Bach's Organ Fugues; Mendelssohn's Sonatas; Preludes, Fantasies, and other pieces from Wély, Guilmant, Merkel, Batiste, and Hesse; Best's Arrangements.

THIRD YEAR.

Händel's Concertos; Mendelssohn's Sonatas; Ritter's Sonatas; Merkel's Sonatas; Toccatas, Preludes, and Fugues of Bach; Concert Pieces by the best English, French, and German masters; Best's Arrangements, continued.

FOURTH YEAR.

The more difficult works of Bach. Händel, Ritter, Guilman, Widor, and Saint-Saëns; Best's Arrangements, continued.

FIFTH YEAR.

Bach's Trio Sonatas, Fugues, and Passacaglia; Rheinberger's Sonatas; Thiele's Concert Pieces; Best's Arrangements; Concert Pieces of the best masters, ancient and modern.

COURSE OF STUDY IN SOLO SINGING.

FIRST YEAR.

The Voice as an instrument; Formation of Tone; Study of the Scales, major, minor, and chromatic; Slow trills and simple musical figures, with the vowels *ä*, *i*, and *o* pure and modified; Rules for breathing, and their practical application; Concone's Studies; Exercises *Elémentaires Gradués*, by Mme. Marchesi; Vocalises by Vaccai, Sieber, and Marchesi; Exercises for the flexibility of the vocal chords; Selected songs in English, French, German, and Italian.

SECOND YEAR.

Continuation of the above; Lamperti's Bravura Studies, Books I. and II; Advanced studies for agility; Songs by the best American and European composers; Simple Scenas and Arias from the Italian, French, and German Operas; Airs from the Oratorios.

THIRD YEAR.

Lamperti's Bravura Studies, Books I., II., and III; Etudes by Bordogni; Vocalises by Panofka, Marchesi, and Rossini; Songs of Schumann, Franz, Mendelssohn, Rubinstein, and best English and French writers; Oratorio; Scenas and Arias from standard Operas; Operatic Arias by Händel, arranged by Robert Franz.

FOURTH YEAR.

Résumé of previous work; Study of music by the old German, Italian, and English masters; Selections from the more difficult cavatinas and concerted pieces from the operas; Oratorio singing continued.

FIFTH YEAR.

Bravura singing as exemplified in the best works of present and past composers; The great Arias and concerted pieces from the Classic Operas and Oratorios; Selected Songs.

Elocution is studied during each year of the Course in Solo Singing.

HARMONY AND MUSICAL THEORY.

A thorough knowledge of the principles and practice of this branch of Musical Science is a prime necessity to every musical student. Without it no one can obtain clear and comprehensive views of the formation and character of musical composition. While it is not, as yet, a requisite for entrance to the School of Music, the Director urgently recommends that every member will at some period in her course include Harmony with her other musical work. It is better that this should be continued for two years.

TEXT-BOOKS USED IN HARMONY.

Emery's Elements of Harmony.

Richter's Manual (translated by J. C. D. Parker).

Richter's Counterpoint (translated by Franklin Taylor).

Richter's Fugue (translated by Arthur Foote).

Wohlfahrt's Guide to Musical Composition.

ENSEMBLE PLAYING.

Facilities are offered for the study and practice of chamber music—the Fantasies, Romances, Sonatas, and Trios of the Great Masters, for the Piano and Violin, with addition of Violoncello, and occasionally other instruments.

ANALYSIS AND INTERPRETATION.

Classes in analysis and interpretation of classical works will be formed by the Director if desired by at least six pupils.

TONIC SOL-FA SINGING CLASS.

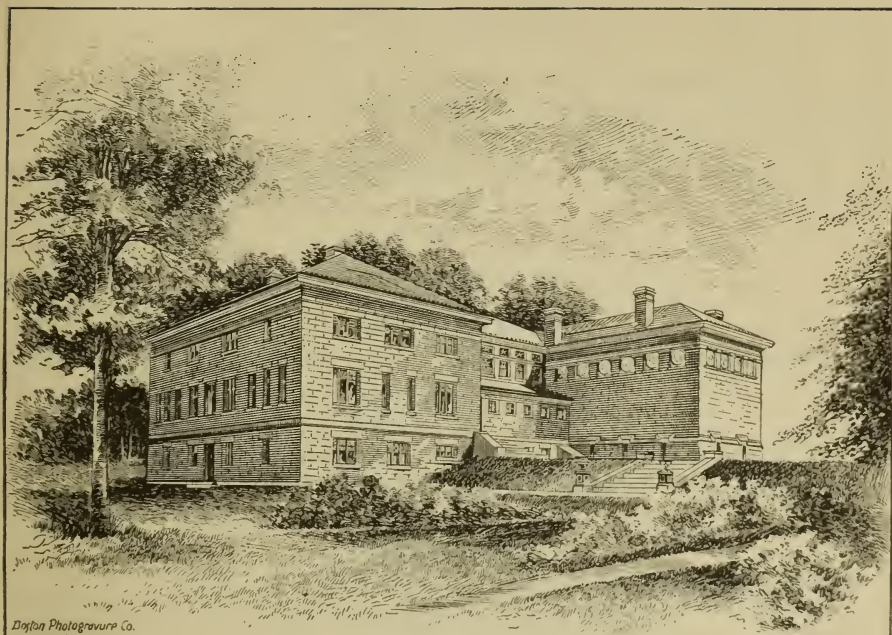
The Tonic Sol-fa method provides a definite and sure means of learning to sing music at sight from the ordinary staff notation, as well as from the Tonic Sol-fa notation. The chief feature of this method is the insistence on a distinct mental conception of both tone and rhythm before the sound is made. This course is of great assistance not only to vocal pupils, but to piano and organ pupils as well. In case a class of not less than twenty-five is formed, the tuition is placed at five dollars each for twenty lessons.

CONCERTS AND LECTURES.

At frequent intervals, recitals and concerts are given by the advanced students in the several departments, by members of the Faculty of the School of Music, and by distinguished musicians from Boston and elsewhere.

All concerts and lectures are free, but it is expected that all who are able will contribute to the "Concert Fund."

Lectures on Theory and Aesthetics, and on the History of Music and Musicians, are given throughout all the courses by the Director and non-resident lecturers.



The Farnsworth School of Art.

School of Art.

THE purpose of the School of Art is twofold: while providing technical instruction in Drawing and Painting, it aims to supply such acquaintance with these arts in their history, philosophy, and criticism as may profitably supplement the work in other departments of study.

As a professional School of Art, it aims to furnish a thorough course of study in the practice of the studios. The plan of the school is such that there is the greatest freedom in adapting the instruction to the varying needs of students. The development of individual talent and taste is sought, and the special purpose of each student is aided.

The requirements for admission are the same as in the School of Music (see p. 40). In exceptional cases, unusual ability or advancement in art may be recognized by the Director of the School of Art and the College Board of Advisers as a suitable equivalent for some part of the required preparatory work. Students may enter an advanced class at any time by presenting satisfactory specimens of the work required in the previous course.

The studies in the history and theory of art are counted among the regular college electives (see p. 36). Lectures upon these subjects are open without fee to all members of the College.

Diplomas are awarded to students who have completed the required course of study. Every pupil who receives a diploma is expected to leave a satisfactory drawing in the school.

An exhibition of the students' work will be held at the end of each college year.

COURSES OF TECHNICAL STUDY.

FIRST COURSE.

Drawing from objects and casts ; Design ; Geometrical and Perspective Drawing.

SECOND COURSE.

Drawing from casts and life. Study of Anatomy.

Illustrated lectures on the History of Egyptian and Greek Art.

THIRD COURSE.

Drawing from life. Model painting from still-life.

Illustrated lectures on the History of Italian Art.

FOURTH COURSE.

Painting from life.

Illustrated lectures on the History and Characteristics of Art in Germany, France, and England.

FIFTH COURSE.

Painting from life.

Composition.

Lectures and Criticism.

THE FIVE YEARS' CLASSICAL OR SCIENTIFIC AND ART COURSE.

A regular course of five years' instruction in Art is given upon the same plan followed in the study of Music.

Students who enter either one of the regular college courses may combine it with the Course in Art, their collegiate studies being distributed through five years instead of four.

Free instruction in Freehand, Mathematical, and Perspective Drawing is given to the students in the Classical and Scientific Courses for one year, two hours per week.

Private lessons in the various branches of Art will be given to those who desire them. For terms, see p. 52.

Art Building.

THE Farnsworth Art Building, the gift of the late Isaac D. Farnsworth, was opened for work in September, 1889. Besides a lecture room, galleries for collections, and studios for those engaged in drawing and painting, a special feature in the plan of the building is the arrangement of laboratories and libraries, so that the books and art material relating to particular subjects and periods can be made immediately available to general students.

The Art Collection now numbers over three thousand photographs, engravings, etchings, and drawings; a series of stereoscopic views illustrating the history and art of different nations and periods; a collection of paintings in oil and water colors; copies of ancient armor; a ceramic collection; coins, and pieces in bronze and iron; one hundred statues and busts; a large collection of casts from the antique; thirty-six pieces of pottery from an ancient cemetery on the Isthmus of Panama, the gift of Mrs. J. S. Lamson; the Jarvais collection of laces and embroideries; and the Stetson collection of sixty-five paintings in oil.

A descriptive catalogue of the works of art has been prepared by Prof. Elizabeth H. Denio for the use of the students.

The Libraries and Reading Room.

THE Libraries of the College, munificently endowed by Eben Norton Horsford, now number 36,720 carefully selected volumes, not including pamphlets, and are open for the use of the students during the day and evening. Besides the General, there are the following Special Libraries:—

THE SCIENTIFIC LIBRARY numbers about 5,930 volumes, and is divided into
Mathematical Library, 741 volumes.

Botanical Library, 1,206.

Library of Physics, Physical Astronomy, Microscopy, and Physical Geography, 1,860.

Library of Zoölogy and Physiology, 1,170 volumes.

Library of Chemistry, Mineralogy, and Geology, 952 volumes.

Most of the books in these libraries are placed, for convenience, in the laboratories of the departments to which they belong.

THE GERTRUDE LIBRARY, established by Mr. A. A. Sweet, with the SUNDAY LIBRARY, and other collections in the General Library, furnish 3,510 volumes for Biblical study and religious reading.

THE ART LIBRARY numbers about 1,155 valuable books, many of them rare collections illustrating the finest works of the old masters.

THE MUSICAL LIBRARY contains the biographies of the great artists and composers, histories of music, books of essay and criticism, the great oratorios and operas, and an increasing collection of vocal and instrumental music by the best composers.

THE STONE HALL LIBRARY, of valuable literary, historical, and religious works, is being accumulated through private generosity.

THE LOAN LIBRARY furnishes at slight cost the more important text and reference books to students of narrow means.

One hundred and forty-four American, English, French, and German periodicals are taken for the General Library. The list includes the most important representatives of all the branches of knowledge covered by the college curriculum. About fifty-five daily, weekly, and monthly journals are taken for the Reading Room.

Besides the regular book and card catalogues as used in the best libraries, there is a complete and minute classification on the shelves, by subjects. With this has been made a complete subject catalogue in a separate book for each main class, and an exhaustive catalogue and analysis on cards. To all books, catalogues, and indexes, students have unrestricted access, day and evening; and it is purposed to make the training in the best methods of reading and consulting libraries an important factor in the College Course. Besides the personal efforts of Librarian and Faculty to this end, readers' manuals, guides, and the other aids which the recent study of leading librarians has proved most valuable, will be provided.

In addition, library talks and personal instruction are given each year on the following subjects: How to use the Library; The best General Reference books, and their use; The Classification and best Reference books in each class.

Laboratories and Scientific Collections.

1. CHEMICAL AND MINERALOGICAL LABORATORIES.

THERE are two laboratories for work in General Chemistry,—one for Qualitative and Quantitative Analysis, and one for Mineralogy. Both are fully supplied with apparatus and chemicals. In the mineralogical laboratory, each place is furnished with a set of blowpipe tools and all the apparatus and reagents necessary for the determination of minerals by chemical tests.

The Mineralogical Cabinet comprises between five and six thousand minerals, among which are a number of natural crystals, for the study of Crystallography.

In the Lithological collection the principal varieties of rock are well represented by hand specimens and by microscopical sections.

The Geological collection embraces specimens of fossils, rocks, and rock structures.

II. PHYSICAL LABORATORIES.

The department of Physics has a convenient lecture room, with oxy-hydrogen lantern and *porte-lumière* for the illustration of lectures. Apparatus necessary for instruction and illustration has been selected with great care from the best makers at home and abroad. The students' laboratory is arranged in separate rooms and alcoves. A dark room is fitted up for photometry, another for photography. The electrical laboratories are supplied with instruments for telegraphy and electrical measurements. There is a workshop provided with a lathe and tools for wood-work, where apparatus may be constructed or repaired.

III. BOTANICAL LABORATORIES.

There is a large laboratory for the study of Morphology, and smaller ones for Histological and Physiological work, as well as one for pressing and preparation of plants. All are furnished with microscopes and microscopic accessories; those for advanced work have also the necessary physical and chemical apparatus and such other appliances as are requisite to enable students to carry on independent research.

The collection illustrative of Botany includes: the herbarium, containing upward of five thousand phanerogams and about three thousand cryptogams; a generic collection mounted under glass; a collection of woods, fruits, and economic vegetable products and a set of drugs fully illustrating the pharmacopœia; two hundred charts by Henslow, Kny, Dodel-Port, and others; a collection of Auzoux's botanical models, illustrating the structure of both flowering and flowerless plants.

In addition to the working collections, a permanent Museum is being arranged.

IV. ZOÖLOGICAL LABORATORIES.

There are three laboratories for the study of Zoölogy and Animal Physiology. Every student is provided with a dissecting and a compound microscope. For special demonstration, lenses of exceedingly high power are available.

Accessories which aid in the pursuit of the subject are: the museum, a typical collection of both vertebrates and invertebrates; a considerable and increasing number of charts; a collection of models in wax, glass, or

papier-maché, including a manikin, and models of separate organs and mechanisms.

V. MICROSCOPES AND MICROSCOPICAL APPARATUS.

There are in constant use in the different departments, ninety-nine microscopes of various patterns, including a Polari-Microscope, and one especially adapted to the study of rock-sections. There is a large battery of objectives, ranging in power from one-twenty-fifth inch down, and a variety of accessory apparatus. Care has been taken to represent in this collection the best makers in Europe and America.

There is no charge for use either of microscopes or of accessory apparatus. Members of the advanced classes, and special students who wish, may in a weekly class learn the general manipulation of the microscope, and its various applications.

VI. MATHEMATICAL MODELS.

The collection of Mathematical Models consists of a set of models of simple solids, surfaces of the second and higher orders, and circular sections of surfaces of the second order. They are executed in wood, thread, card, and plaster.

Societies.

THE MICROSCOPICAL SOCIETY affords opportunity for an exchange of results of work in the different departments of science. Meetings are held monthly, and the papers presented are illustrated by exhibitions of objects under microscopes, or by lantern projection.

THE SHAKESPEARE SOCIETY was formed in 1876, and is a branch of the London Shakespeare Society, whose publications it regularly receives. Its sessions are held once in four weeks.

THE BEETHOVEN SOCIETY is the principal college organization for the study and practice of part songs and choruses. It is open to all members of the College, whether belonging to the School of Music or not, the only requirements being a good voice and ability to sing ordinary music at sight. The instruction is free, but the weekly rehearsals are to be attended as faithfully as any other College appointment. The Society is expected to give at least two concerts annually, besides singing at Commencement, and on other festival occasions. The Professor of Music has the direction of the rehearsals and concerts.

THE PHI SIGMA and ZETA ALPHA SOCIETIES afford additional opportunity for literary training.

THE ART SOCIETY has for its aim the cultivation of those habits of observation and study which lead to an appreciation of the ideals of art.

THE WELLESLEY COLLEGE CHRISTIAN ASSOCIATION is devoted to the promotion of religious life in the College and to the arousing of intelligent interest in social reforms and in the spread of the gospel in all lands.

Domestic Work.

ALL students in the College buildings aid in the lighter domestic work, or in the clerical labor of the offices, libraries, and departments of instruction. Much valuable information and discipline are thus secured to the student, though the time occupied is never more than forty-five minutes daily.

The influence of this service, rendered heartily, is invaluable in producing during the years of mental training habits of accuracy, self-reliance, unselfishness, and genuine sympathy with all workers.

Expenses.

THE price of board and tuition, including heating and lights, for each student, regular or special, is \$350 per year,—\$200 payable on entrance, \$150 on the first of January. The price for tuition alone is \$150 per year. These payments must be made before the student takes her place in the classroom. A student is also liable for special damages. Checks or money orders must be made payable to the order of Wellesley College. It must be clearly understood that in case of withdrawal during the year, the student has no claim for the return of any part of the money she has paid.

For students who entered college before September, 1889, the price of board and tuition will be the same as in 1888-89.

Students can arrange for board at the College during the Christmas and spring vacations at \$6 per week. Board can be obtained in private families in the village, at prices ranging from \$5 to \$7 per week.

EXTRA CHARGES FOR MUSIC LESSONS.

| | |
|---|----------|
| For private instruction for the College year in Piano, Organ, | |
| Harmony, Violin, or Vocal Music, two lessons per week | \$100 00 |
| One lesson per week | 50 00 |
| (Lessons forty-five minutes each.) | |
| For the same Instruction for the College year,—two half-hour | |
| lessons per week | 75 00 |
| Harmony, class of two, each student, two lessons a week | 50 00 |
| “ “ three “ “ “ “ | 35 00 |
| Ensemble playing, class of three, each student | 35 00 |
| Interpretation and Analysis, class of three, each student | 35 00 |
| Sight-singing and Tonic Sol-fa | 15 00 |
| (Lessons forty-five minutes weekly.) | |

| | |
|--|---------|
| For use of the Piano or Reed Organ, one period daily, for the year, | \$10 00 |
| For two periods daily | 20 00 |
| For three periods daily | 30 00 |
| For use of the Pipe Organ in Music Hall, one period daily, for the year | 15 00 |
| For two periods daily | 30 00 |
| For use of the Organ in the College Chapel, one period daily, for the year | 20 00 |
| For two periods daily | 40 00 |
| For additional time in proportion. | |

Lectures on the Theory and History of Music are free to all students of the College.

Charges for instruction on instruments not mentioned will be fixed when the lessons are arranged.

It is understood that all arrangements for the study of music are made for the entire year. Lessons cannot be discontinued, except for extraordinary reasons, and due notice must be given to the Director. No deduction will be made for lessons lost by the student.

EXTRA CHARGES FOR INSTRUCTION IN ART.

| | |
|---|----------|
| Professional Art Students, for the college year | \$100 00 |
| College Art Students, for the college year | 80 00 |

Each teacher will give instruction two days in each week, and each student will have the use of the studio from 9 A. M. to 4 P. M.

| | |
|--|---------|
| Special students, for one lesson per week for the college year | \$45 00 |
| For two lessons per week, for the college year | 80 00 |

The lessons are two and one-half hours in length.

A pupil who attends during any part of a term is expected to pay the fee for that term.

THE STUDENTS' AID SOCIETY OF WELLESLEY COLLEGE.

The object of this Society is to aid girls who would otherwise be unable to obtain an education. In many cases money is loaned to students without interest, in the expectation that whenever they are able they will repay the Society; assistance is often given partly in gifts and partly in loans. Of the money loaned during the last nine years, one third has already been returned.

The amount appropriated by the Society in loans and gifts during the year 1889-90 was \$11,811. The funds at its disposal are wholly insufficient to meet the wants of the applicants. Contributions of any amount will be gladly received, and should be sent to the Treasurer of the Society, Mrs. Pauline A. Durant, Wellesley, Mass. All applications for assistance must be made by letter, addressed to the Corresponding Secretary, Mrs. J. Frederick Hill, 3 Forest Street, Cambridge, Mass.

The following scholarships of \$5,000 each have been established, their income being appropriated yearly under the direction of the Society :—

The Wood Memorial Scholarship, founded in 1878, by Mrs. Caroline A. Wood, in memory of her husband.

The Grover Scholarship, founded in 1878, by William O. Grover.

The Weston Scholarship, founded in 1878, by David M. Weston.

The Northfield Seminary Scholarship, founded in 1878.

The Pauline A. Durant Scholarship, founded in 1880, by Mr. and Mrs. Durant.

The Sweatman Scholarship, founded in 1880, by Mr. V. C. Sweatman.

The Walter Baker Memorial Scholarship, founded in 1880, by Mrs. E. W. J. Baker.

The Annie M. Wood Scholarship, founded in 1880, by Frank Wood.

The Frost Scholarship, founded in 1880, by Rufus S. Frost.

The Union Church Scholarship, founded in 1880, by Mr. and Mrs. A. W. Stetson.

The Cheever Scholarship, founded in 1880, by John H. Cheever.

The Florence N. Brown Memorial Scholarship, founded in 1880, by Mr. and Mrs. Samuel N. Brown, Jr.

The Augustus R. Clark Memorial Scholarship, founded in 1880, by Mr. and Mrs. A. N. Clark.

Four Harriet Fowle Scholarships, founded in 1881, by Henry Fowle Durant, in memory of his mother.

The Durant Memorial Scholarship, founded in 1883, by the officers and students of Wellesley College, in honor of Henry F. Durant.

The Jane Topliff Memorial Scholarship, founded in 1883, by Mrs. William S. Houghton, in memory of her mother.

Five Scholarships known as the "Stone Educational Fund," founded in 1884, by Mrs. Valeria G. Stone.

The Margaret Fassett Hunnewell Memorial Scholarship, founded in 1885, by Francis Wells Hunnewell.

The Jeannie L. White Scholarship, founded in 1886, by herself.

The Mr. and Mrs. Solomon F. Smith Memorial Scholarship, founded in 1888, by George Smith, for the benefit of students from the town of Wellesley.

The Margaret McClung Cowan Fund, founded in 1888, by Rev. and Mrs. P. D. Cowan, in memory of their daughter.

The Emmelar Scholarship, founded in 1889, by the Class of '91.

The Sarah J. Houghton Scholarship, founded in 1889, by William S. Houghton, in memory of his wife.

By provision of Mr. E. A. Goodenow, in 1885, a sum of \$250 is annually divided among five deserving students.

NEEDS OF THE COLLEGE.

The attention of all who appreciate the influence of educated and refined women, is called to the immediate needs of Wellesley College. The College is now established on such a firm basis that it can with confidence appeal to the public for aid. It has been filled with students from its beginning; during the current year it has received 703 students.

The advanced courses of study, the watchful care of the students' health, the standard of character, refinement, and usefulness, are known throughout the country. Hundreds of Wellesley students are already doing good work as teachers, and every year since the College opened, missionaries have gone forth from Wellesley to home or foreign fields of work.

The urgent needs of the College at present are the following:—

1. Unrestricted funds for defraying general expenses.
2. The endowment of the presidency and professorships.
3. A college chapel.
4. The erection of cottages.
5. A gymnasium building.
6. A scientific building.
7. An astronomical observatory, fully equipped and endowed.
8. The further equipment of the School of Art with casts, pictures, engravings, and models.
9. The endowment of the Schools of Music and Art.

FORMS OF BEQUEST.

I give and bequeath to the Trustees of Wellesley College the sum of ——— thousand dollars, to be appropriated by the Trustees for the benefit of the College in such manner as they shall think will be most useful.

I give and bequeath to the Trustees of Wellesley College the sum of ——— thousand dollars, to be safely invested by them, and called the ——— Scholarship Fund. The interest of this fund shall be applied to aid deserving students in Wellesley College.

I give and bequeath to the Trustees of Wellesley College the sum of ——— thousand dollars, to be safely invested by them, and called the ——— Endowment Fund. The interest shall be applied to the payment of the salaries of teachers in Wellesley College, as the Trustees shall deem expedient:

Summary of Students by Classes.

| | | | |
|---|-----|-------------------------------------|-----|
| Fifth year | 9 | Resident Graduates | 10 |
| Seniors | 106 | Candidates for Bachelors' De- | |
| Juniors | 123 | grees | 598 |
| Sophomores | 150 | Noncandidates for Degrees | 95 |
| Advanced Freshmen | 10 | | |
| Freshmen | 200 | Total number, 1889-1890 | 703 |
| Total | 598 | | |
| Resident Candidates for higher Degrees | 6 | | |
| Nonresident Candidates for higher Degrees | 30 | | |

Summary of Students by States and Countries.

| | | | |
|--------------------------------|-----|----------------------------|-----|
| United States :— | | Texas | 4 |
| Massachusetts | 194 | Kansas | 3 |
| New York | 98 | Maryland | 3 |
| Illinois | 49 | Alabama | 2 |
| Ohio | 45 | Delaware | 2 |
| Pennsylvania | 38 | Louisiana | 2 |
| Connecticut | 36 | Tennessee | 2 |
| New Hampshire | 32 | Arkansas | 1 |
| New Jersey | 31 | Georgia | 1 |
| Maine | 28 | Montana | 1 |
| Vermont | 19 | North Carolina | 1 |
| Rhode Island | 18 | Oregon | 1 |
| Iowa | 14 | South Dakota | 1 |
| District of Columbia | 13 | Virginia | 1 |
| Kentucky | 11 | Washington | 1 |
| California | 8 | India | 4 |
| Indiana | 6 | Japan | 2 |
| Michigan | 6 | Nova Scotia | 2 |
| Minnesota | 6 | China | 1 |
| Wisconsin | 6 | Hawaiian Islands | 1 |
| Colorado | 5 | | |
| Missouri | 4 | Total | 703 |

Degrees Conferred in 1890.

MASTER OF ARTS

ALICE UPTON PEARMAIN (Wellesley, '83), Chelsea, Mass.

Thesis: The Democratic Spirit in Nineteenth Century Literature.

FIVE YEARS' COURSES, WITH MUSIC OR ART.

BACHELOR OF ARTS.

RUTH ELIZABETH ABBOTT, Wakefield, Mass.
SARAH HOGATE GROFF,
Germantown, Philadelphia, Pa.
KATHARINE ELOISE HORTON,
Windsor Locks, Conn.
EDITH MYRA JAMES, Omaha, Neb.
KATHARINE JANE LANE, Roxbury, Mass.
JENNIE POTTER MITCHELL, Haverhill, Mass.

ETHEL PATON, East Orange, N. J.
KATHARINE MORDANTT QUINT, Allston, Mass.
FLORENCE EVELYN SOULE, Taunton, Mass.
ISABELLE STONE, Chicago, Ill.
EDITH STURGES, Oak Park, Ill.
ELSIE THALHEIMER, Cincinnati, O.
CHARLOTTE WESTCOTT, Auburn, N. Y.

BACHELOR OF SCIENCE.

GRACE ANDREWS, New York, N. Y.
HELEN WESTON HOLMES, Plymouth, Mass.

EMMA SHAW PLEASANTS, Pottsville, Pa.
HELEN AMANDA STORER, Akron, O.

FOUR YEARS' COURSES.

BACHELOR OF ARTS.

ELVIRA KINGSBURY ANDREWS,
Shelburne, Mass.
ANNA LOUISE ARNOLD, Worcester, Mass.
LUELLA AUMACK, Tom's River, N. J.
CLARA LATIMER BACON, Abingdon, Ill.
ALICE CARY BALDWIN, Cambridge, Mass.
MARY BARROWS, Fryeburg, Me.
SARAH ABALENA BASS, Plainfield, N. J.
ALICE GRAY BOTHWELL, Albany, N. Y.
LILLIAN CARTER BROOKS, Woburn, Mass.
EMILY FRANCES BROWN, Johnstown, N. Y.
MARY MABEL BROWN, Peabody, Mass.
ANNE BURGESS, Portland, Me.
SUSAN WADE CHILD, New Hampton, N. H.
HELEN MACGREGOR CLARKE,
Norwich Town, Conn.
NELLORA HARRIET CLOUGH,
Kalamazoo, Mich.
GERTRUDE LOUISA CODDINGTON,
Syracuse, N. Y.
MARIANA COGSWELL, Gilford, N. H.
BESSIE LESQUEREUX COOK, Springfield, Mass.
MAUD HOWARD CRANE, Homer, N. Y.
MAHEL GAIR CURTIS, Boston, Mass.
ROSA DEAN, Exeter, N. H.
KENT ROLLA DUNLAP, Virden, Ill.
ETHEL ADELIA GLOVER, Washington, D. C.
MAHEL LEE GODFREY, Milford, Mass.
CHARLOTTE ELIZA GREENBANK,
West Wareham, Mass.
NETTIE JANE HALE, Weston, Vt.
CHARLOTTE ELIZABETH HALSEY,
Schenectady, N. Y.
ANNA MAY HAMILTON, Wakefield, Mass.
HENRIETTA ELIZA HARDY, Arlington, Mass.
EVANGELINE HATHAWAY, Woodford, Me.

LILLIAN LOUISE HAYNES, Troy, N. Y.
FLORA ETTA HIDDEN, Cambridge, Mass.
MARY FRENCH HITCH, New Bedford, Mass.
MARGARET JOSEPHINE HOLLEY, Selma, Ala.
ANNA BELLE JENKS, Norwich, N. Y.
CHRISTINE KARSLAKE, Albany, N. Y.
FANNIE AGNES KNAPP, Sitka, Alaska.
LIZZIE DWIGHT LEACH, Randolph, Mass.
FLORENCE EDITH LEONARD, Sharon, Mass.
ANNIE MAY LINSOTT, Boston, Mass.
SARAH JANE McNARY, Newark, N. J.
MABEL AUGUSTA MANSON, Portsmouth, N. H.
ELIZABETH BROWNING MASON, Herndon, Va.
LUCIA MORRILL, Conway, N. H.
RUTH EASTMAN MORRILL, Conway, N. H.
CAROLINE EDNA NOBLE, Springfield, Mass.
FANNY PALEN, Philadelphia, Pa.
ETTA RICHARDSON PARKER, Boston, Mass.
HELEN ADAMS PARKER, Fitzwilliam, N. H.
ANGIE LACEY PECK, Warren, O.
ALICE MARION RICHARDSON, Woburn, Mass.
ROSE JULIA SEARS, Stockbridge, Mass.
ISABELLE AIKEN SINCLAIR, Worcester, Mass.
BERTHA ELIZA SMITH, Hartford, Conn.
RUTH GAGE STRONG, Ashtabula, O.
JOSEPHA VIRGINIA SWEETSER,
Wakefield, Mass.
LOUISE BRADFORD SWIFT, Detroit, Mich.
MARY FIELD TAFT, Stafford Springs, Conn.
GRACE FITZHUGH THOMSON, Shanghai, China.
MARY NOYES TYLER, Tylerville, Conn.
CLARE LYON WADE, Helena, Montana.
IDA MAY WALLACE, Wakefield, Mass.
EDITH HUBBARD WARREN,
East Saginaw, Mich.
ABBIE ELIZABETH WIGGIN, Haverhill, Mass.

BACHELOR OF SCIENCE.

ANNE LUCY BOSWORTH, Woonsocket, R. I.
 GRACE MASON BRACKETT, Brookline, Mass.
 ELLA WILLIAMS BRAY, Yarmouthport, Mass.
 CAROLINE HILL BROWN, Woburn, Mass.
 MARTHA PIKE CONANT, Greenfield, Mass.
 RUTH STOCKBRIDGE DAMON, Plymouth, Mass.
 MABEL DOOLITTLE, Schuylerville, N. Y.
 MARY LOUISE DRANSFIELD, Rochester, N. Y.
 MARY LUCASTA FISH, Brunswick, Me.
 LILLIAN HENRIETTA FISHEL,
 Babylon, Long Island, N. Y.
 MARY VINIA FITCH, Binghamton, N. Y.
 GEORGINE ZETELLE FRASER,
 Waverly, Baltimore, Md.
 EMILY CAMILLA GOWANS, Buffalo, N. Y.
 GENNIE HICKOK, Morrisville, Vt.

MARY DELIA LAUDERBURN, Hazleton, Pa.
 ANNIE LOUISE LORD, Ipswich, Mass.
 JENNIE BOND McIVER, Worcester, Mass.
 FLORENCE EDITH MAY, Barre, Mass.
 MARY SOPHIA MILLER, Adrian, Mich.
 ANN MARIA MITCHELL, Hinsdale, N. H.
 MARY WATSON MODERWELL, Chicago, Ill.
 KATHERINE MORSE, North Haverhill, Mass.
 ANNA MATILDA OLSSON, Cambridge, Mass.
 MARY JENNINGS ORTON, Columbus, O.
 BELLE SHERWIN, Cleveland, O.
 ANNIE MANSON SMITH, Bedford, Mass.
 MALVINA WEISS, Honesdale, Pa.
 MARY EASTMAN WOODIN, Amherst, Mass.
 MARY MARTIN YARDLEY, Lock Haven, Pa.
 MARY PORTERFIELD YOUNG, Louisville, Ky.

GRADUATES OF THE SCHOOL OF MUSIC.

PIANO AND HARMONY.

KATHARINE ELOISE HORTON,
 Windsor Locks, Conn.
 EDITH MYRA JAMES, Omaha, Neb.

GERTRUDE NYE, South Natick, Mass.
 FLORENCE EVELYN SOULE, Taunton, Mass.

ORGAN AND HARMONY.

HELEN AMANDA STORER, Akron, O.

VOICE AND HARMONY.

EMMA SHAW PLEASANTS, Pottsville, Pa.

GRADUATES OF THE SCHOOL OF ART.

CARRIE MABEL FIELD, Milford, Mass. | FLORENCE NEWMAN, Deerfield, Mass.

MEMBERS OF THE CLASS OF '90.

IN THE FIVE YEARS' COURSES, WITH MUSIC OR ART.

SARAH MALINDA BOCK, Boston, Mass.
 HELEN ANNE DEMPSEY, Cleveland, O.
 CAROLINE MUZZY DRESSER, Castine, Me.
 HELEN BLANCHE FIELD, Taunton, Mass.
 SARAH JANE FREEMAN, Morristown, N. J.

EMELINE PLACE HAYWARD, New York, N. Y.
 EDITH MARY LUTHER, Philadelphia, Pa.
 ALICE MABEL NORTON, Bennington, Vt.
 GRACE ANNOT PIERCE, East Jaffrey, N. H.
 CORNELIA IRENE ROSA, Woodlawn Park, Ill.

Information in regard to entrance examinations and preparatory schools will be given by Mrs. SARAH WOODMAN PAUL, Secretary of the Board of Examiners. Applications for calendars, blanks, documents, concerning admission to College, and for all general information, should also be addressed to Mrs. Paul.

CORRESPONDENCE.

As Secretary of the Teachers' Registry, Mrs. Paul is prepared to furnish full and confidential information in regard to the qualifications, character, and experience of teachers educated at Wellesley. Former students of the College who wish situations as teachers, have the aid of the Teachers' Registry.

Applications for pecuniary assistance (see p. 51) should be sent to Mrs. J. FREDERICK HILL, Secretary Students' Aid Society, 3 Forest Street, Cambridge, Mass.

Inquiries about graduate study and the requirements for higher degrees may be made of Miss ELLEN HAYES, Chairman of Committee on Graduate Department.